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ABSTRACT

This conference report contains a collection of thirteen papers delivered at the Region VI (New Mexico, Texas, Mississippi, Louisiana, and Oklahoma) inservice training conference, which focused on special needs groups (i.e., those with academic, socioeconomic, or physical handicaps that prevent them from succeeding in regular vocational programs). Titles and authors of the papers follow: "National Effort for Meeting Needs of Special Populations in Correctional Institutions and Indian Education as Related to Vocational Education" by Victor Van Hook; "National Effort for Meeting Needs of Special Populations--Adult Education" by John W. Thiele; "National Effort for Meeting the Needs of Special Populations--Women, Bilingual" by Wilma Ludwig; "State Advisory Council" by Alton D. Ice; "State Effort for Meeting the Needs of Special Populations in Vocational-Technical Education" by Cadar Parr; "VESA-CETA Package" by James Dasher; "The Trend of National Efforts in Training the Disadvantaged" by Francis Tuttle; "Vocational Programs for the Handicapped/Health Occupations for the Handicapped" by Spencer Guimarin; "Vocational Adult Education: Commit or Forget" by John W. Talbott; "Vocational Education for the Disadvantaged: Compliance or Commitment?" by Katy Greenwood; "Designing Preservice and Inservice Teacher Education Programs in Vocational-Technical Education to Meet the Needs of Handicapped Students" by LaNiece Robison; "Institutional Vocational-Technical Skull Sessions" by Domingo Arechiga; and "Design Preservice and Inservice Teacher Education Programs in Vocational-Technical Education to Meet Needs of the Disadvantaged" by Raymond F. Faucette. (BM)

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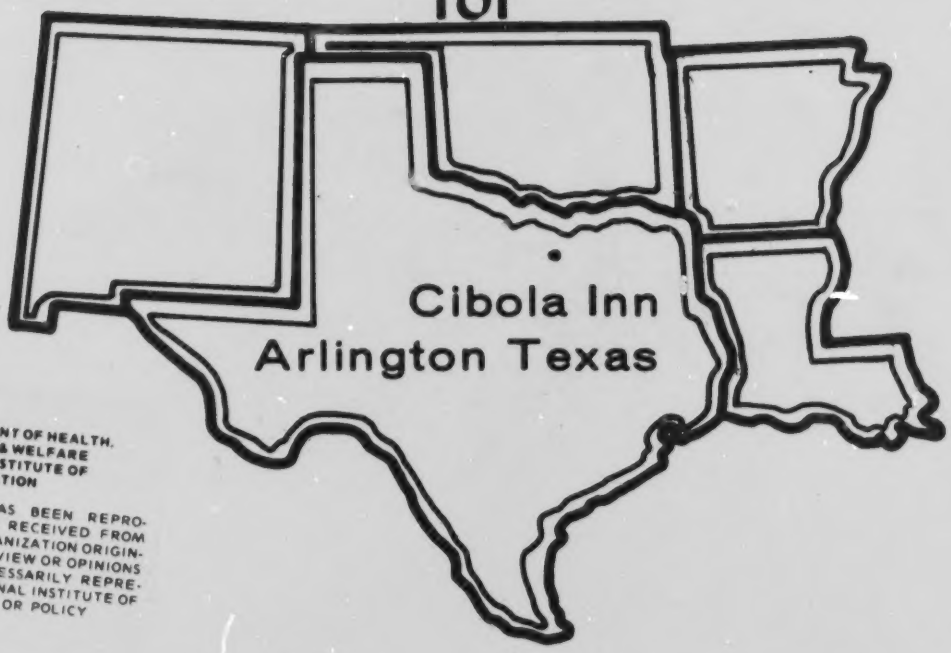

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REGION VI

INSERVICE TRAINING FOR VOCATIONAL-TECHNICAL PERSONNEL

October 7-10, 1975

Arlington, Texas

EPD CONSORTIUM D

Dr. Billy N. Pope, Coordinator

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NATIONAL EFFORT FOR MEETING NEEDS OF SPECIAL POPULATIONS IN CORRECTIONAL INSTITUTIONS AND INDIAN EDUCATION AS RELATED TO VOCATIONAL EDUCATION

By: Victor Van Hook

Vocational education legislation has never been directed specifically to the problems of either Indian education or the problems of inmates of correctional institutions. Certainly such training is allowable under the provisions of existing legislation. There are a number of ways in which vocational education or vocational educators have responded to the needs of such special populations.

These two populations represent entirely different types of problems for service by vocational education, and each must be discussed separately. First, let's take a look at correctional institutions. For the junior offender in the training school, State Boards of Education and State Boards of Vocational Education have been very actively involved. Extensive education programs have been established by the state agency responsible for schools and institutions. Through cooperative arrangements with local schools, sound education programs which include vocational education are made available. Many states have developed diagnostic laboratories to assist young people in making choices which are in line with both their aptitudes and their abilities. Where feasible, cooperative programs have been implemented which have taken the training and education beyond the institution and out into the community. There are some problems connected with the education of this age individual. One of the main purposes is to return the individual at the earliest possible time to a regular program of instruction in a setting away from the institution. It is frequently hard for the individual to find a program available in the home school which will complement the training which has been received.

Many states are beginning to recognize that the increasing crime rate and the social problems that result are a major concern. While under confinement, the individual is not only a financial liability to society but is unable to provide for those who may be dependent upon him or her for their livelihood.

There have been some significant changes that have been made. The old image of the prison shop where the inmate has been kept busy making license plates or working in the laundry room or the kitchen is largely disappearing. Many states have become actively involved in prerelease centers where strong programs of vocational education have been developed including work out in the community where appropriate. Although there have been some failures, the return rate of individuals completing such programs has been so low as to be encouraging. Although there are costs related to vocational education, when that cost is compared with the

cost of maintaining the individual in an institutional setting, the cost becomes negligible.

The state of New Jersey established a Commission on Vocational Education in Correctional Institutions which has released an interim report which provides some new insights. A major suggestion made by that Commission is that the correctional institutions be established as a school district under the State Department of Education. Some additional recommendations of the Commission are: (1) a year-round program of education, (2) weekend and evening classes, (3) the utilization of ex-offenders in education and therapeutic programs, (4) availability of college programs, (5) improvement of inmate reading level, (6) improved capabilities for testing, and (7) correspondence courses. A major conclusion of the study was that a good vocational program and placement in meaningful jobs after release from the prison are the best ways to rehabilitate criminal offenders.

The findings of the New Jersey Commission have implications for each of the states. Perhaps by a close study of those findings, each state may adopt a better method of addressing itself to the ways and means of more effective attention to the problems of inmate training and rehabilitation. Any effective program for inmates is going to require a high degree of cooperation on the part of many different agencies of state government among which are the State Department of Corrections, the State Board of Vocational Education, the Employment Securities Commission, the State Board of Education, and the business and industrial community. Each will have a real contribution which can be made, but only operating collectively will they be able to maximize programs.

The problems of Indian education are somewhat different from any of the other populations. The federal government has always had an active role in Indian affairs. Because of matching provisions of legislation for vocational education, it has been difficult in some instances for vocational educators to work effectively with certain populations. In those instances where Indian families are a part of the mainstream of American life, it has been possible for vocational education to have some effect; but little evidence can be found of offerings aimed directly at those populations.

One of the major problems that exists is the answer to the question "Should the Indian be educated to assume a position in the American business and industrial world?" If the answer to that question is "No," then there must be some type of alternative education which will provide a vehicle for lifelong satisfaction in a different environment which will probably be somewhat removed from vocational education as normally visualized. This might require some entirely different approaches on the part of all educators. If, on the other hand, the answer is "Yes," then the final program of instruction cannot be materially different from that offered to other populations if they are to cope competitively. Perhaps the pace might be different and support activities might be

increased, but the output must be similar. Perhaps the answer may lie in a different direction than in special types of vocational education programs.

Most of the literature indicates that there is a higher than normal dropout rate and poorer attendance among Indian youth generally. Most schools are looking for ways of keeping all youth in school and decreasing the dropout rate among all populations. The career education movement as visualized by Dr. Kenneth Hoyt of the U.S. Office of Education intends to address itself to this question. There seems little doubt that many of the special needs populations need attention at an earlier date if they are to be retained in education until such time as they can successfully complete a program of study. These are funded through special needs, but funds are limited.

There are two hopeful signs on the horizon. As you know, the Vocational Education Act of 1963 as amended in 1968 expired as of June 30, 1975. There is a good deal of activity in Washington to attempt to determine the form which the new legislation should take. There are two legislative proposals which might allow us to get at some of the problems. One of these is a proposal to implement career education with a special piece of proposed legislation. This would allow for the full gamut of awareness, orientation, exploration, and skill development. There is some optimism that this may become a reality. It is doubtful that this would be a replacement for Amendments of 1968 but would be new legislation. As new amendments for the Vocational Education Act of 1963, it has been proposed that much more attention be given at a younger age to guidance and exploration activities to key individuals at an earlier age thus stimulating interest with the objective of maintaining them in school longer. Increased emphasis on identifying the potential dropout with special programs geared to their interests would appear to be helpful. This special legislation would hope to get at that problem. Vocational educators do not know all of the answers. We are aware of many of the questions, but need the help of others with expertise in the field. We must listen--we must experiment--we must innovate. Many of the problems of high unemployment exist because of not having an adequately trained labor force. There is a continuing need for workers who can offer certain types of skills to business and industry, but those available for employment do not have those skills. If we are to continue to have sound economic development, we cannot afford to lose the potential labor force of any of the special needs groups.

We are looking for answers. We know many of the questions. Maybe a discussion phase will help us get at some of the answers.

NATIONAL EFFORT FOR MEETING NEEDS
OF SPECIAL POPULATIONS - ADULT EDUCATION

By: John W. Thiele

The education of America's adult population is one of the major challenges to our educational system today. In its broadest sense, adult education encompasses many target groups, including those enrolled in basic adult -- or remedial -- education, arts and crafts and other leisure-oriented courses, as well as vocational adult education and manpower training programs. For the most part, however, adult education is related to job training and career advancement.

Dr. Thurman J. White, a leading adult educator, predicted that "By 1980, 20 percent of the adult population will be committed to at least one program of part-time study. Adult education will emerge as a major concern of social scientists, and 'easier learning in less time' will be made possible by educational technology."

Recent USOE information shows that enrollment in all public adult education is indeed leaping upward, at close to 11 percent per year, compared with a growth rate of less than 2 percent for elementary and secondary schools. Figures from Project Baseline, a vocational education data study conducted by Northern Arizona University, and monitored by the NACVE, shows that the rate of enrollments in adult vocational education is constantly increasing. From 1971 to 1974, the percent of change in adult vocational enrollments was 22.62 percent, almost as high as the increase in secondary vocational enrollments (29.28 percent). In FY 1974, Project Baseline reported that adult vocational enrollment exceeded 3.5 million.

It is difficult to cite definitive figures. Often the figures are conflicting, or too narrowly based, because of the varying definitions of "Adult Education." Although imprecise, the figures do indicate the trend toward rapidly expanding enrollments by "Adults" in various education and training programs. I would prefer to define "Adults" in the broadest sense, vis-a-vis education. It should include young people 16 years of age or older who have left the school system and later return to some type of educational or training program; individuals, regardless of their age, who are pursuing courses in area Vo-Tech schools or community colleges related to career training and advancement, who do not intend to pursue a Baccalaureate Degree, and who would not otherwise be in college; those in CETA and other types of public or private manpower training programs; as well as those who would fit neatly into the traditional "Adult Education" category. With these as your target population, and with other factors such as the state of the economy and changing work force requirements, the expansion of adult education could well exceed even the higher projections. Most importantly, the awareness by the federal government of the need to relate education and training to other aspects of national policy, and a determination to respond to that need, sets the stage for this expansion.

As we enter our nation's third century, the primary focus of our educational policy may well be the education, the re-education, and the continuing education of America's adult population. The NACVE takes these figures and projections seriously, and is very concerned with what it means for vocational education now and in the future.

The growing career education movement, with its emphasis on relating education to work concepts, and which envisions education as a life-long process, will have a great impact on adult education. So too will the President's speech of last year at Ohio State University urging stronger linkages between industry and education. This remains the basic premise in consideration of education policy by the White House Domestic Council. Adult education will become increasingly important as an extension of career education. At one time, many looked upon adult education as a temporary program, necessary to make up for failures in other areas, and reserved pretty much for the poor and the ignorant. This was never wholly true and is less and less valid as a description of adult education. Adult education will take a leading role in a modern educational system. The emphasis will not be on Remedial education, but on Continuing education.

The NACVE is presently developing a policy paper looking toward vocational education in the last quarter of this century. We will investigate many of these problems, and the need for a cohesive education and manpower policy for the future.

Coordination is one of the major themes which the NACVE continually stresses. We must corrdinate our education programs at all levels, so that they work in tandem, rather than at random. We must also coordinate education policy at both the federal and state levels with our manpower, economic, and social policies.

In developing this policy paper, the NACVE will be looking closely at several European countries which have recently established programs linking education and employment.

The direction taken in these countries came about in response to the same kind of concerns and pressures which we are now experiencing in this country. Obviously, their programs are not directly transferable to our system, but the thrust and intent behind those programs are much the same as that which is now taking shape in the United States. We can learn much from their experiences in developing a coordinated approach to the problems.

Our nation's economy is undergoing severe changes, from which we will probably never recover, in the traditional and accepted sense of the term "Economic Recovery." These changes will have far-reaching effects on all aspects of our national life. As the concept of laissez faire was long ago ruled invalid in economic affairs, so must we now abandon laissez faire in education and other related aspects of our society, and adopt a comprehensive policy which recognizes the complex

interrelation between education, the world of work, the economy, and social problems.

If we, as a nation, develop such a logical and coordinated policy, which would include the full realization of the career education concept and a continually increasing emphasis on adult education, then the opportunities and responsibilities of vocational educators will vastly expand.

Earlier this year, the NACVE issued a policy statement, entitled "The Challenge to Vocational Education in the Economic Crisis," which addressed itself to that responsibility. It stated that in a time of severe economic crisis, such as our nation is now experiencing, we cannot continue business as usual. The disruptions now experienced by industry, labor, and government are not temporary phenomena which will be corrected when the next quarterly economic forecast is issued. Many skilled workers now being laid off will never return to their present occupations. Conditions will not "Normalize" in the sense of a return to the status quo. We as a nation must recognize that the present economic upheaval will seriously change work patterns and basic industries.

Already the effects of this change are beginning to be felt in every household in the country, and in our various institutions. Future shock is here. From now on it will not be uncommon for workers to change job skills several times in a working lifetime. And our educational system bears a special responsibility to help us absorb some of the impact.

This is particularly true of vocational education, which has, or should have, the capability to provide the training and retraining needed by young people and adults to adapt to changing conditions. While we suffer unemployment in certain job skills, there are growing shortages of skilled manpower in other occupational areas. This is particularly true in newly emerging industries. The NACVE urged, in its statement, that vocational educators throughout the nation face this challenge as the first order of priority, and take the following steps.

1. With the help of the U.S. Employment Service and other appropriate agencies, survey and assess the job needs and opportunities in their respective communities so that the unemployed can be trained or retrained for present jobs and future labor needs.

2. Provide accelerated courses -- or mini-courses -- where necessary to retrain and unemployed for available jobs as quickly as possible, combining classroom instruction with supplemental on-the-job training where applicable.

3. Coordinate programs with other skill training facilities, such as the Comprehensive Employment and Training Act (CETA), to prevent duplication.

4. Place greater emphasis on new programs, utilizing all the resources of the community, to train workers for emerging new occupations, and develop curricula for such programs.

5. Phase out obsolete programs which are not relevant to labor market demands.

6. Revise institutional procedures, schedules, and curriculum to permit greater flexibility, such as shorter courses, after hours and weekend use of facilities, for retraining and basic adult education, and outreach programs.

7. Utilize to a maximum the 15 percent mandatory set-asides of vocational funds for the disadvantaged, since the hardest hit by unemployment are the disadvantaged.

8. Shift as much discretionary funds as possible, at both the state and federal levels, to the total attack on unemployment through vocational education and adult education, at least through 1975 or until unemployment begins to abate.

That is a large order, but it is one that we must all face up to, not only in the immediate situation, but for the long run as well. What we presently define as crisis, and the steps we take to deal with it, may likely be established as the norm in the future.

If vocational educators are to deal effectively with the new realities, which will include a greater emphasis on adult education, they must be flexible and innovative. They must abandon the traditional ways, and take the lead in designing new approaches and new methods to keep pace with the rapid changes in our economy and our society. This is particularly true in developing programs for the training and retraining of adults. No group is better qualified to take that lead, for vocational and adult educators have always included "Relevance" as a basic ingredient in their approach to teaching.

If vocational education is to meet its responsibilities, then federal and state government must be responsible and realistic in supporting curriculum development, professional development, and leadership training in vocational education. The NACVE has repeatedly urged the administration and Congress to continue and expand efforts in those critical areas. For several years there have been attempts to phase out the Education Professions Development Act, although Congress has continued to fund portions of the program. The rationale for ending the program has been the oversupply of general education teachers. The NACVE contends, however, that vocational teacher training constitutes a special need and that ending the program would be short-sighted in light of the direction in which our educational policy appears to be moving. We have recommended that vocational teacher training be incorporated into the new Vocational Education Act, which would insure its continuation.

The trend is clear. We must, of necessity, coordinate education, training, and economic and other policies. The primary consideration in orchestrating that effort will be education and training needs of adults and of the young people who are preparing to move from school to the adult world of work.

NATIONAL EFFORT FOR MEETING THE NEEDS
OF SPECIAL POPULATIONS--WOMEN

By: Wilma Ludwig

Nine out of ten females will work at some time in their lives. We must give them the opportunity to really choose occupational education.

Where are women now? Out of more than 250 distinct occupations, half of all women workers were employed in only 21 of these (250) occupations, and approximately 25 percent of all employed women were in five (5) occupations--secretary, elementary school teacher, bookkeeper, waitress, and household worker--which are relatively low-paying and dead-end jobs.[1]

What are other statistics that we need to review?

- Two-fifths of the work force are women.
- More than one-half of all women, 18-64 years of age are workers.
- The average woman worker earns less than three-fifths of what a man does, even when both work full time year round.
- One out of eight families is headed by a woman.
- Two out of five poor families are headed by women.
- Women have completed a median of 12.5 years of schooling compared to men with a median of 12.4.
- Women are about two-fifths of all professional and technical workers but less than one-fifth of managers and administrators.
- Women are 77 percent of all clerical workers but only 5 percent of all craft workers.
- The fewer children a woman has, the more years she tends to work outside the home.
- Fully employed women high school graduates have less income on the average than fully employed men who have not completed elementary school.[2]

We know the picture is changing. In 1920 only 23 percent of all women between the ages of 18 and 64 were in the labor force. Now, 50 years later, we have over 50 percent, and this percentage is rising rapidly.

In the United States women represent less than 1 percent of the engineers, in the Soviet Union women represent 28 percent; in the United States, only 1 percent of the dentists, in the USSR, representation is 83 percent; in the United States, 2 percent of the pharmacists, in the USSR, 95 percent, etc. There is something very wrong with keeping United States female talents fenced within a small cluster of occupations.

What are writers of the future reporting to us?

- Test-tube babies
- Legalized prostitution
- Family size limitation
- Three-day work week.[3]

We all know what the present situation is. Most girls enroll in the traditional areas of home economics, office occupations and health occupations. Social expectations exist for marriage and a family. Much of what we read and see is male oriented.

Is it this brainwashing from birth that leaves women feeling they are not as capable, reliable, or effective as men in administrative, professional, and technical positions? Data shows that the status of women in higher education and the professions is predetermined as a function of early childhood socialization.[4]

Other research says that women choose careers consistent with their own judgments of the model of femininity held by significant men in their lives.[5]

Still other research on sex stereotyping talks of a tracking system, failure of men to challenge women, socialization, parents, teachers, counselors, attitude, the two-year institution, preference for the status quo, and employer attitude.

The situation is critical. We can't listen to statistics, read what the future promises to bring, know what exists, and not be concerned.

Our progress reminds me of the student who foresees for the year 2000 landing on Mars, the decline of the dollar, New York a state, a cancer cure, yet has as her own personal forecast moving into an apartment, going to interior designing school, earning a driver's license, getting a dog, marrying, having children, and dying.

The national effort continues, but the wheels grind slowly.

We are trying to improve data collection on women in vocational education.

The National Center for Educational Statistics (NCES) is including vocational education in its three studies which will review and analyze existing information relating to sex discrimination.

Two national projects have been funded to make students aware of the wide range of jobs performed by people in the work force and the job-training opportunities available through vocational programs.

Research projects are being conducted with the National Institute of Education.

States have been requested to review advisory councils in that nationally only 15 percent of state council members are women.

As states and locally, we have a lot to do to open the doors of vocational-technical education. "We freed the slaves but not the women." This was said before women got the right to vote. We can almost repeat the same words today.

We cannot be unaffected. Research must be ongoing to determine why females do not pursue but a limited number of occupations.

Vocational education must emphasize the skills, attitudes, and aptitudes required of the individual for a particular job.

Counseling must help the student relate personal interest, attitudes, and aptitudes to those required by an individual in specific vocational areas.

Employers can be educated to recognize a good employee.

Young people must be helped to be more sensitively responsible to change. Each person's private image of the future shapes his or her decision-making in crucial ways. Each must recognize that the acceleration of change--in technology, in family structure, marriage and divorce patterns, mobility rates, division of labor, in urbanization, ethnic and subcultural conflict and international relations--means, by definition, the swift arrival of a future that is radically different from the present.

1. Ellis, Mary L., "Women in Technical Education," presentation at the National Technical Education Clinic, 1971.

2. Exerpts taken from Illinois Career Journal, Summer-Autumn, 1975, Vol. 32, No. 4. Illinois Office of Education, Division of Vocational and Technical Education.

3. Toffler, Alvin (editor) Learning for Tomorrow, The Role of the Future in Education, Vintage Books, 1974, p. 6.

4. Alfred, Richard L., and Mary T. Good, "The Status of Women in Education and the Professions," 1972. Metropolitan Junior College District, Kansas City, Mo.

5. Hawley, Peggy, "Perceptions of Male Models of Femininity Related to Career Choice," Journal of Counseling Psychology 19; 4; 307-13, July, 1972.

NATIONAL EFFORTS FOR MEETING THE NEEDS OF SPECIAL POPULATIONS
BILINGUAL

By: Wilma Ludwig

Bilingual concerns have only recently come to national recognition. We are all familiar with Part J of the Vocational Education legislation.

The needs of people speaking English as a second language are critical for the assimilation into the United States labor force.

Concepts must be learned in the native language in order to be thoroughly understood and to become an integral part of the individual's knowledge.

In craft trades, technical terms must be learned in English in order to allow the individual to be as competitive as an Anglo counterpart.

Other vocational education areas such as secretarial occupations and health occupations, where it is critical that communications be comprehended accurately, fluency in English is mandatory.

Kansas, in its recent publication on Exemplary and Special Needs Programs in Vocational Education, describes a project, DECO (Desarrollos en Carreras y Oficios). This project was implemented to make career occupational and vocational information available in Spanish, through the translation and updating of information in the VIEW Program developed in Kansas (K-VIEW). Over 200 pages of training program information (50 programs), 400 pages of occupation information (100 occupations) and 20 pages of institution information (5 institutions) have been translated.

STATE ADVISORY COUNCIL

By: Alton D. Ice

I am very pleased to be able to share this program and this panel with such a distinguished group of folks, and I am sure that I will receive much more than I bring.

In order to put my remarks in perspective, I might remind the group that our Council is advisory and I must continually refer back to a definition given by the past Chairman of the State Board of Education in Texas, Mr. Ben Howell, who reminded me that an advisory council was a creature with a very large head and very small hands.

I believe that special populations will include all of us, one way or another. The Council has addressed special populations such as disadvantaged, handicapped, adults, women, and a few others, but our focus has been primarily on these four groups.

As most of you are aware, our Advisory Council for Technical-Vocational Education was formed administratively under the provisions of PL 90-576 and in our case, these provisions were incorporated into the state statute. Our 24 members are recommended by the Governor, appointed by the State Board and confirmed by the State Senate for six-year staggered terms. The membership categories have been tightened up from the federal legislation and consequently, our Council membership is quite comprehensive in backgrounds and provides an excellent resource for input on most any topic that arises in the field of vocational, technical, adult, and manpower education.

In addition, the Council is charged, under federal guidelines, to conduct annually a Public Forum on Vocational Education. Our Council has alternated between field-type public forums such as regional hearings and community conferences and statewide public forums such as Governor's Conferences, to fulfill this responsibility. During six years, we have had approximately 15,000 people involved in some 50 public forum activities throughout the State, and have attempted to achieve balance between individuals from the field of education and outside the field of education, and have been reasonably successful achieving close to a 50-50 mix.

In the Council's field or community types of public forum activities, efforts have been made to involve all community groups. We have identified some 30 to 35 distinguishable groups that are present in most communities, and have encouraged community leaders to involve all of these groups present in their communities in the public forum activities.

The Advisory Council was designated two years ago as the State

Advisory Committee on Adult Education by the State Board of Education in response to state legislation. The Council has maintained a separate committee on Adult Education for the last three years, and during the last two years, has conducted field activities to identify needs and resources in this vital field. Several recommendations have been made that impact upon the adult education needs of our citizens. We think much remains to be done, but we are very pleased with the progress that has been made, and the commitment we see in the state to the education of adults.

Our experience has been that it is very difficult to identify and describe special populations and especially to assess accurately their needs and it is difficult to provide resources when the parameters of needs are a bit fuzzy.

With the Vocational Education Acts of 1963, all states initiated programs to serve the needs of disadvantaged populations. This program in Texas is called "Coordinated Vocational Academic Education" (or CVAE) and I think it has done an excellent job. I believe the first of these programs were initiated during the 1964-65 school year, and during the next ten years, the program has grown to approximately 1,000 teacher units, enrolling over 30,000 students, and we are very pleased with this. I don't know the percentage of our student population that needs CVAE programs, but we are presently serving less than 2 percent of our student population, and a little less than 300 of our school districts have CVAE programs, and we have over 1,100 school districts in the state, of which 945 offer vocational education, so the needs in these school districts then must be met by programs, not specifically identified as CVAE. Then when we turn to vocational education for the handicapped, we find during the 1974-75 school year, 85 school districts with 176 teacher units enrolling 3,300 students. I would guess that the handicapped present one of the most difficult problems from several points of view - one, that their handicapping conditions are varied, and thereby requiring a variety of approaches to meeting their needs, and the concentration of individuals with related handicapping conditions are not sufficiently great to permit the traditional mass approach to their needs. Even though vocational education for the handicapped is a national priority and has been for the last ten years, our state is scarcely meeting the 10 percent level of program development, whereas in the overall vocational programs we exceed the 50-50 matching by about five to one. I think this is indicative of the difficulty that we are having in this area.

The Advisory Council has made a number of recommendations and raised numerous questions with regard to vocational education for special populations. Even though there is data available we often feel that it is inadequate to really describe both the needs and the resources that are being applied to the special populations. We suggested a year ago that the Texas Education Agency incorporate into its reporting procedures, provisions for a special onetime report to give the state management a

clear picture of both the needs and resources and particularly an opportunity to assess the innovations that are taking place at the local level by managers to serve these particular populations. Our Council in its meetings around the state, has gotten enough input to indicate that this is taking place, and we think a meaningful contribution of state leadership would be to accummulate these and share them with educators throughout the state; for example, during a meeting earlier this year in Amarillo, in a report on CVAE programs there, they had installed in their CVAE programs a grooming unit and this had proven to be very successful in self-actualization of individuals, as well as improving the product of the program.

A concern expressed on the part of the Council throughout its recommendations, has been the need for staff development or inservice training - dealing with understanding the needs of disadvantaged and handicapped, and understanding on the part of managers of programs of the special needs inherent in such programs. We believe one of the best ways to kill these programs is to handle them just like we handle everything else. Our Council has long been a proponent of an education system that is flexible and responsive to the multitude of needs of individuals that are brought about by the inner-action of the factors of interests, aptitudes, abilities, and circumstances. Even though this is rather idealistic, we think it is a viable basic philosophy and unless the total system achieves this flexibleness, we will have as I mentioned at the outset of my presentation, everybody will be in some specialized population. The whole point focuses upon the individual, his needs and what we can do to meet these needs.

The Advisory Council conducted last week a one-half day symposium on Serving Groups with Special Needs, and one of the panelists was a CVAE academic middle school teacher, who was selected as the TEACHER OF THE YEAR IN TEXAS during 1975. One point that she made was that school curriculum must be adapted to the needs of students - there must be improved lines of communications between teachers, parents and that some of the restrictive policies must be removed in order to allow programs to be flexible in meeting student needs. She mentioned particularly the minimum age of 14 as one of the criteria for entry into a CVAE program.

Mrs. Yvonne Ewell, Deputy Assistant Superintendent for Instructional Services for the Dallas ISD, asked "How can we bring more justice to education as it relates to minorities?" She emphasized that the answer to this question rests with the policy and decision-makers in education, stating that they must not only have a basic regard and respect for all people, but also demonstrate this regard and respect by involving the various segments of our society in the policy and administrative process. Our Council has long underscored the critical need for strong lines of communication between the home, the school and the community.

Dr. William Truax, Dean of the College of Education, East Texas State University, stressed that labeling students as "disadvantaged,"

"handicapped," et cetera, creates prejudices and has serious consequences upon a child. We should evaluate all existing procedures for classifying students, and be sure they are oriented toward determining what students need rather than what they lack.

In some of the deliberations of the Council members and input from the public forum activities, it has been pointed out that very often the staffing patterns in local schools did not provide the opportunity for minorities, for example, to relate to someone of their race and cultural uniqueness in order that they can effectively communicate. We may have all of the empathy in the world for an individual or group, but if we have not the background to understand their thought process, then oftentimes we cannot understand their needs, or mislead them.

Another concern of groups who have talked to the Council is that vocational offerings should be available when they are needed, and not necessarily when the individual has attained a certain age or grade level. Educational experiences should concentrate on life-coping skills. It has been pointed out that many times in communities, minorities, for example, feel they do not have success models in their community to challenge their children to achieve. Also, there are examples in which minority individuals have received high levels of education, yet this did not improve their lot. We have had the charge that education experiences are designed for the majority groups and insufficient effort is made to involve minorities and socially and economically disadvantaged individuals. It comes down to a point of "How do you instill in people confidence, determination, motivation, and these rather difficult to identify and describe qualities that are so essential to success in our society?"

It has been pointed out to the Council on several occasions that rather intense efforts are required in many instances to break poverty cycles, for example.

In San Antonio, in adult education it was pointed out that certain families had been so overwhelmed by failure that they saw absolutely no hope--consequently it took one-to-one work in order to bring the confidence and motivation levels to a point of even making an effort. It can be done, but the application of resources is intense; however, when success has been achieved, then as the old saying goes, "Nothing succeeds quite like success."

Sex stereotyping is something that has become a "no-no" in recent months and will become even more so in the immediate future, and if there is any hesitation on the part of vocational educators to recognize this, then they would be well advised to get their attitude adjusted. In other words, program managers are no longer in the position of telling people what is good for them. The people must tell the program managers.

I appreciate this opportunity of being with you and will attempt to answer questions you might have.

STATE EFFORT FOR MEETING THE NEEDS OF SPECIAL POPULATIONS
IN VOCATIONAL-TECHNICAL EDUCATION

By: Cadar Parr

Thank you for inviting me to speak to you today about the needs of special populations for vocational education. This subject has been getting the attention of such groups as The Advisory Council for Technical-Vocational Education in Texas, and I am concerned about how well we are serving all students.

Without a doubt there are thousands of people in this state whose needs are not being met in vocational education, and more proggress needs to be made. While addressing some of the problems today, I hope to tell you of some action I plan to take as Associate Commissioner of the Department of Occupational Education and Technology.

It has been estimated that over 25 percent of young people in schools today need some type of extra help in order to reach their full potential. Our school staffs need to become more sophisticated in assessing the needs of students, and identifying persons who could benefit from vocational training. Teachers, counselors, and administrators are the ones who perceive people as having special needs, and a lot depends on their perceptions. Sometimes I'm afraid they probably underestimate the capabilities of many students. Ninety percent of all students can learn whatever we have to teach them. But their teachers have to believe in the students, and believe that they can learn.

I would like to focus primarily this morning on the needs of the handicapped, disadvantaged, ethnic minorities, and girls.

Handicapped

It is not difficult to establish the fact that handicapped persons in Texas have not adequately been served with occupational training. This is obvious when you find out that metropolitan school systems only operate three or four handicapped programs.

Unfortunately, we have not had the funds to assist some schools in the purchasing of all the equipment they need for handicapped programs, and in other schools there is a lack of space for the

program. But in many cases there is a lack of commitment by school officials to provide vocational training for handicapped students.

It is time for the Texas Education Agency staff to take a more aggressive role in encouraging school districts to train handicapped students within their schools. Administrators may need to be reminded that they don't have to have ten handicapped students to make up a special vocational class for the handicapped. Handicapped students are eligible to enroll in regular occupational programs if they have been screened and recommended by the Special Education Admission, Review, and Dismissal Committee. This committee determines if the handicapped students can profit from the instruction, and if their presence will not seriously hinder the instruction of other students. I hope that more and more handicapped students will be training along with their peers in regular classes. This goes along with the new Plan A movement in Texas special education, which promotes the idea of mainstreaming students in the regular program, rather than pulling them out in their own special classroom.

The size of a school district has had a real influence on whether or not vocational programs for the handicapped are offered. If a small school district has a student who can't be in a regular vocational class, then they should cooperate with neighboring schools in providing appropriate training for the handicapped. We need to make more administrators aware that funds are available for vocational education for the handicapped, and that we can help them pay for needed equipment. Our staff also is available to visit school districts and provide technical assistance needed in starting a program.

I am encouraging my staff to become more knowledgeable about vocational education for the handicapped through inservice training. I've authorized one vocational staff member to attend a conference this fall on vocational education for the deaf-blind, and I plan to encourage others to participate in workshops. The more expertise we have in advising school districts on handicapped programs, the better.

Staff members in the Department of Occupational Education and Technology need to communicate more with the Agency's special education staff. This will be much easier now that we are in the same building instead of three blocks apart. From what I understand, in the past the special education staff has accused the vocational staff of being too rigid in their requirements for the vocational handicapped programs, and that standards were too high for allowing handicapped students to enroll in regular programs. And in turn the vocational staff has said that special education personnel were so concerned about tailoring the course material to the needs of the students, that the kids weren't being adequately prepared for jobs. Some compromise is needed. I hope that communication between

vocational and special education staff can be improved at the state level, as well as in the local school districts.

Disadvantaged

In Texas, we have made more progress in serving the disadvantaged than we have in handicapped programs. In 1973-74, the latest official enrollment figures, over 120,000 disadvantaged persons were provided vocational training in Texas. The CVAE--Coordinated Vocational-Academic Education--program has had a real impact on the secondary program. To date we have had adequate funds for the establishment of these CVAE units throughout the state. We never have refused approval of a program to any school which could house it. A few school systems have been unable to provide the space needed, and thus have not been able to establish programs.

One of the greatest needs is for more CVAE cooperative on-the-job training programs. Disadvantaged students often are faced with the decision of whether to stay in school or to help earn a living for themselves or their families. CVAE co-op programs are a good solution for them. We plan to encourage school districts to implement more CVAE co-op programs over the next few years.

The major criticism aimed at CVAE in Texas deals with the age requirement, which says that students must be 14 years old before enrolling in CVAE. This concern is being studied by our staff.

Substantial progress is being made beyond the high school level to meet the needs of the disadvantaged. In 1973-74, over 60,000 adults were enrolled in adult vocational education programs. And last year over 100,000 disadvantaged adults participated in adult basic education programs.

We hope to continue the good programs that already exist for disadvantaged students, and to institute more programs at the secondary and post-secondary levels.

Mexican-Americans

Recently many questions have been raised about how Mexican-Americans are being served in Texas schools. Unfortunately it sometimes takes court suits to make educators take a closer look at a special group.

Two years ago the Division of Occupational Research and Development funded a project which investigated the Mexican-American in vocational education in Texas. They came up with some interesting findings.

In many instances they found that Mexican-Americans were boycotting vocational education. They felt that through vocational education they were not given opportunities for careers which are financially and professionally rewarding. Findings did show that there were fewer Mexican-American students in the more prestigous vocational courses, such as distributive education, with the majority enrolled in industrial vocational programs. Mexican-Americans felt that because they were tracked into vocational curriculums, that they were being deprived of the opportunity for a college education. This tends to maintain the inequitable distribution of better paying jobs, they say, which perpetuates the ethnic makeup of today's job market.

We need to see if perhaps counselors in Texas are unconsciously channelling minority students into less-skilled occupations. All students--whether they are black, brown, or white--need to know that they have a wide choice of careers available to them.

The Mexican-American students in the study were strongly in support of the use of both Spanish and English in the classroom, for they thought it would be a great benefit to them. They endorsed the idea of fluency in both English and Spanish.

Naturally there have been many vocational teachers in towns near the Texas-Mexico border who have spoken some Spanish in their classes. But the agency hasn't encouraged them to do so. Now might be a good time to suggest that schools initiate a bilingual approach in some of their vocational programs. Teaching materials and aids in both Spanish and English should be equally available for use at the option of teachers and students. In some areas and for some students, the fundamental language of instruction might well be Spanish, with English for supplementary and illustrative purposes. We always must remember that our primary concern is for students to learn a vocational skill--and if they best can learn it in Spanish, that is how we should teach it.

I plan to encourage my staff to further investigate the needs of Mexican-Americans in vocational education, and to take a leadership role in encouraging teachers to better meet their needs.

Blacks

A research study also has been done recently on Blacks in vocational education. As in the Mexican-American study, it did show that Blacks have some special needs because of their ethnic background. For years we have been trying to teach everyone the same, without discriminating on the basis of race. But our research has shown that maybe we are treating them too equal, and that some ethnic groups need a little extra attention.

In the study, Black graduates and dropouts reported a strong interest in obtaining more education and training. Black dropouts particularly sensed their inadequate educational and skills preparation. The Black dropouts said if schools offer a vocational course in which they might be interested, they would consider returning to school. This presents adult education programs and community colleges with a special challenge to motivate young Blacks to return to school by providing them with relevant programs.

Potential Black dropouts must be identified and provided with additional assistance, such as more counseling or parent-teacher conferences. The critical grades for Blacks leaving school are the middle grades, grades seven through ten. This is where schools should structure curriculum materials to make students aware of the relationship between school and work, and the pitfalls of leaving school.

Black dropouts reported one of their major problems in getting a job was having no work experience. But they also encountered much difficulty in "expressing themselves well" and in "selling themselves to employers." These needs can be met through vocational education. Employers surveyed suggested that Black students need more inschool time devoted to developing positive work attitudes and improved work habits, as well as tips on personal habits such as proper dress and grooming.

Both studies showed that Black and Mexican-American students had not received enough career counseling. Because of the high counselor-student ratio, the study suggested that there be more group vocational guidance. The type of problems encountered by Blacks and Mexican-Americans lend themselves well to group guidance techniques.

Girls

No one ever can say that females are a minority in our society, but there's no denying that they have special needs in vocational education. The Title IX regulations which were released this summer should have a positive effect on opportunities for girls.

For many years in Texas we have had no restriction on sex in vocational courses. But there has been no all-out effort on a statewide basis to encourage girls to enroll in all vocational courses either. Title IX will make a difference in this. Title IX says that if a vocational class has traditionally been made up predominately of one sex, then recruitment efforts must be initiated to attract students of the opposite sex. If this regulation is carried out by the schools, it should have a big impact on providing opportunities for girls. Likewise, I hope we will have more boys in courses traditionally for girls, such as office education, homemaking, or cosmetology.

Our Department is trying to make these new Title IX regulations more visible. In the first issue of our newsletter that goes to vocational administrators, we capsuled all the Title IX rules pertaining to vocational education. A staff member has been designated to answer questions regarding Title IX. We currently are in the process of revising all our program standards eliminating male pronouns, and we are adding the new sex-less job titles from the revised Dictionary of Occupational Titles. For instance, did you know that a bus boy is now a dining room attendant? A cameraman is now a camera operator, and an ice cream man is an ice cream vendor! This will show in a subtle way that we are not discriminating.

Our research division is now funding a demonstration project in Houston called Project EVE, which stands for "Equal Vocational Education." Through a pilot project at Sam Houston High School, they are actively recruiting girls into nontraditional vocational subjects. This year there are girls enrolled there in plumbing, air conditioning and refrigeration, and auto mechanics. They have developed slide presentations, brochures, mailouts, and other means for recruiting girls into nontraditional vocational subject areas. Through this project they hope to come up with a model approach for recruiting girls which can be used by all vocational programs in the state.

Staff development activities are making the agency staff more aware of Title IX and the new role of girls in vocational education. The agency plans to become more involved in assuring that Title IX is being adhered to in the schools.

I hope this has given you some insight into the problems in this state with meeting the needs of special populations. My role in addressing these needs will be to encourage the Texas Education Agency staff to take a more active role in leadership in the state. We believe in local autonomy of schools. But today more and more school district administrators are looking to us for guidance. I hope in the coming years that our staff will be capable and willing to offer guidance on meeting the needs of special groups for vocational education. The people are out there who have special needs for vocational education. We just need to make sure that they are getting the training they need.

VESA-CETA PACKAGE

By: James Dasher

CETA is the acronym for the Comprehensive Employment Training Act, which is a labor bill that replaced the old Manpower Development Training Act.

VESA is an acronym for Vocational Education Set Aside funds from this labor bill, which are used to develop new and innovative projects, aimed at aiding in training, developing and placing those who are unemployed, underemployed and economically disadvantaged. The unemployed are those who are not gainfully involved in the world of work. The underemployed are those not employed commensurate with their aptitude, attitude, and ability. The economically disadvantaged are those with income at the poverty level, as determined in accordance with the criteria established by the United States Office of Management and Budget.

Through a nonfinancial agreement with the three consortiums in Arkansas, the State Board for Vocational Education has implemented the following activities: Employability training, cooperative student advisors, employment orientation, career awareness laboratory, day care, vocational technical training, upgrading, and media implementation center.

Employability training is a shock treatment for high school students on what and how the world of employment really is. This program is for every student enrolled in an area secondary vocational technical school in Arkansas. Many students leave school without being able to make the transition from school to employment, whether it is because of attitude, difficulty in getting a job, in keeping a job, or other frustrations in a work-a-day world. This service may be conducted in a classroom setting on a small group basis or on a one-to-one basis. Some of the services provided are employability training background in job applications, job resumes, self-awareness, economic awareness, personal awareness, and tutoring for academics. A cooperative student advisor is a service person employed to aid the various cooperative coordinators, counselors, and administrators in the school system in reaching the hardcore disadvantaged students who cannot get or hold a job. The Cooperative Student Advisors Program was instigated because cooperative coordinators do not have time to spend with students on an individual basis or to provide the necessary individual direction to students having trouble succeeding in a regular cooperative program. Cooperative student advisors provide individualized instruction and counseling to disadvantaged students through prescriptive curriculum writing, home visits, youth organizations, and other similar roles.

Employment orientation is an adult vocational education program for those persons who have been unable to get or keep a job because of attitudes, work habits, misguided vocational choice, or other work ethic values. It is a short course designed for adults in the fine art of getting, maintaining, and advancing on the job in the world of work. This is accomplished through field trips, peer counseling, group counseling, career awareness sessions, on-site visits, and other motivational strategies.

The career awareness lab is a program focusing on different parts of the student's unique personality, his interests, values, life-style, needs, temperament, behavior, aptitudes, abilities, goals, and work-style. These labs are designed to help the student gain a better understanding of himself and to relate this understanding to career decision making.

Day care center--its basic aim is to train day care center workers in a post-secondary institution in Arkansas, and in addition, to develop a curriculum that can be transported to other schools throughout Arkansas.

Vocational Technical Training. There are 25 post-secondary vocational schools in Arkansas. These schools provide skills training in 53 areas such as horticulture, carpentry, licensed practical nursing, secretarial science, and hospitality industry training, to eligible adult VESA-CETA clients who qualify for tuition and instructional costs. In addition, tuition is available for disadvantaged secondary students to do exploratory work in the skills' areas provided by post-secondary schools.

There are eight area vocational-technical high schools in Arkansas in which tuition costs are provided through VESA-CETA funds so that secondary students in satellite schools may obtain exploratory and/or skills training in areas of their choice.

One of the major purposes of the CETA Act is to upgrade those people who are underemployed, as determined through a needs assessment conducted by a post-secondary school. Upgrading can be done in numerous areas, such as: nurses training, retail clerks and merchandising, farm equipment operators, secretarial training, and construction trades. VESA-CETA bears the cost of training these people through upgrading their skills.

MIC or Media Implementation Center was devised to provide easily accessible and applicable teaching media for all areas of vocational education covered by VESA-CETA.

The student populations MIC serves are both secondary and post-secondary students who have not succeeded in the traditional teaching-learning system. By providing as easily assimilated audio-visual teaching media in packet form, the student is able to grasp the concept more readily. The packets may be used by the teacher to introduce a concept or skill; later the student may use the same packet to review the information until they can grasp the concept or skill. These packets may be 16mm sound movies, 35mm slide sound presentations, video tape, transparencies, or even posters - whatever medium will best convey the skill being taught.

The center's staff will work with the outstanding teachers from the various vocational disciplines to write a curriculum which becomes a shooting script for audio-visual media. For instance, carpentry instructors are meeting with the MIC staff now to develop a carpentry media curriculum. As soon as the packet is written, the media development begins. The shots are divided into artwork, shots involving people, and demonstration shots. The shots are made and then taken down to the lab and processed. Two hours later the slides are ready to start culling so that only the best which most accurately depict what needs to be said are used. Reshots are set up, shot, and processed for evaluation for inclusion, and then the visual part of the show is finalized. The tape is then cut, dubbed, and finished. From this slide-tape presentation, eight copies are made and put into the schools who are piloting the program, and field-tested on the students. The teachers then note any needed adjustments and it is returned to MIC for any needed modification. At this point it is duplicated for all carpentry teachers in the state and it becomes a property of that school.

Another service MIC provides is to act in an advisory capacity on equipment selection and use, and how to develop an effective media curriculum to other programs who wish to implement media techniques and equipment into their teaching and training.

MIC also participates in workshops in conjunction with vocational programs such as the media workshop for teachers of the disadvantaged held in Conway during the summer of 1975.

This slide sound production is an example of the public awareness facet that MIC assumes in the VESA-CETA programs, to help make educators aware of the scope of VESA-CETA in the furthering of education in Arkansas.

VESA-CETA---------A cooperative program between labor and vocational education in Arkansas.

THE TREND OF NATIONAL EFFORTS IN TRAINING THE DISADVANTAGED

By: Francis Tuttle

The problems encountered in providing vocational education for the disadvantaged have caused great concern among educators. The Vocational Education Amendments of 1968 (P. L. 90-576) set aside the funds to provide relevant vocational education for the disadvantaged.

A large segment of our population, by virtue of being disadvantaged has not been able to share in the high standard of living which the majority of us have come to enjoy. Without occupational skills and due to the lack of jobs for the unskilled, the disadvantaged have little chance of attaining any great measure of success without some type of occupational training.

Many excellent programs for the disadvantaged have been initiated. A great deal of planning and preparation preceded these successful programs. Buildings, equipment, supplies, utilities, and instructional personnel were provided. All of these entail the expenditure of funds. Usually the expenditure per pupil will exceed the state or national average because of the special needs of the trainees found in these programs. The 15 percent set aside funds assisted educators in making the necessary expenditures required to furnish vocational training to the disadvantaged.

Improving the position of the disadvantaged rural person has become a concern of all. The rural disadvantaged either migrate to the city where they find themselves unable to compete successfully for available jobs or remain in the rural area and continue to live under deprived economic conditions. They are unable to raise their economic level above that of their parents, and as they raise families the situation is perpetuated.

With a personalized educational program and some motivation, many of the rural disadvantaged people both on the secondary and adult level have the ability to set and accomplish occupational goals which will enable them to overcome the socio-economic conditions they had to endure.

The area vocational-technical schools provide a natural setting to teach the skills needed by both the rural and urban secondary and adult disadvantaged, and to provide them with the upward mobility to

compete for job openings in the areas where opportunities for employment are available.

The 15 percent set aside funds provided in the Vocational Act of 1968 have been essential and will continue to be necessary for the successful training of these individuals.

As the downward trend of the inner city tax base continues, and the urban disadvantaged are unable to leave the deteriorating areas, the need for increased amounts of set aside funds to train and retrain the urban disadvantaged on the adult and secondary level will grow.

Since 1968 the local administrators in our nations' schools have become increasingly aware of the responsibilities and possibilities in the area of education for the disadvantaged. The quality of programs have improved beyond the expectations of many people who were instrumental in initiating some of the early programs. This statement is reinforced by the fact that not one occupational supervisor in the Oklahoma State Department of Vocational and Technical Education recommend the termination of any program for the disadvantaged that was in operation during the 1974-75 school year. Some of these high quality programs cannot continue in FY-77, nor can feasible new programs be approved, without an increase in set aside funds or the prorating of funds to programs. It is pleasing to us to note that both H. R. 3037 and S. R. 942 contain provisions for continuing the 10 percent set aside for the handicapped and the 15 percent set aside for the disadvantaged.

There is a trend of improvement in disadvantaged training throughout the United States. This improvement is aided by the publicity given to successful programs for the disadvantaged and the successful experiences dedicated educators have brought about in training for the disadvantaged. Many studies have been made of successful programs for the disadvantaged. Most were financed by federal funds. One exception to this was an early study made in 1971 to identify outstanding programs in vocational education for handicapped and disadvantaged students. This study was made by the Pennsylvania State Advisory Council for Vocational Education in cooperation with the National Association of State Directors of Vocational Education. The information gained from this and similar studies has been published and distributed to educational agencies engaged in training the disadvantaged. This has brought about an increase in the number of programs for the disadvantaged. It has also provided models to use in designing other disadvantaged programs and listed procedures that have been successful in accomplishing their objectives. The continued improvement of programs for the disadvantaged must be one of education's major concerns.

Present special funded programs for the disadvantaged need to be expanded both in scope and number and revised as to content to fit the needs of the disadvantaged. New and innovative programs to meet the occupational training needs of the disadvantaged and remedial education in computational skills and reading must be developed. Many additional cooperative education programs for the disadvantaged, funded from set aside funds, should be initiated beginning at the sophomore level.

Cooperative education which allows a student to earn and learn at the same time would be a strong holding force to keep many potential dropouts in school. Their training would be more relevant, their socio-economic condition would be improved, and their attitudes toward themselves and their community would be improved. Without increased special funding from the federal level it is doubtful that these needs can be met.

The steady growth of inflation has eroded the effectiveness of the appropriated funds in P. L. 90-576 that are set aside for education of the disadvantaged. We in Oklahoma are presently facing the problems caused by the level of set aside funds remaining fairly constant while the cost of equipment, building costs, both for construction and maintenance, instructors' salaries, and instructional supplies have increased at a very rapid rate. This is creating a need for additional set aside funds to meet the challenge of educating the disadvantaged population of Oklahoma.

Several of our public laws providing funds for education allocate a portion of each year's appropriation to teacher education. Yet there is a shortage of teachers trained in methods of teaching the disadvantaged.

The teacher is the key person in the educational process of the disadvantaged student. Empathy, compassion, acceptance, and understanding are essential traits a teacher must possess to be successful in teaching the disadvantaged. Increased funds from the federal level are needed to train prospective teachers of the disadvantaged and to provide inservice training for persons presently teaching who have a desire to teach the disadvantaged. Inservice education for teachers of the disadvantaged must remain as one of our highest priorities. Unless increased numbers of teachers of the disadvantaged are recruited and trained in dealing with disadvantaged students, there will be a more serious shortage of teachers capable of relating to the disadvantaged than presently exists. Increased levels of federal funding must be provided. Efforts have been made to recruit and train teachers from the disadvantaged population. Increased efforts must be made to encourage capable disadvantaged persons to become teachers. Those individuals recruited from their ranks could

assist the disadvantaged to develop a more positive self-concept.

Curriculum development for the disadvantaged is another area of concern among our nations' educators. In far too many cases programs are funded for the disadvantaged without a curriculum being developed or modified to fit the students enrolled in the programs. The practice of enrolling academically disadvantaged students into the typical occupational program should end. These courses are oriented toward the average student and are not designed to deal with the special needs of the disadvantaged. Fortunately, educators are now aware of this problem. Efforts are underway to develop curriculum programs for the disadvantaged. However, this will require more funds than are now available. It seems that the only prospect of obtaining these funds lies in federal funding. Historically, state legislative bodies have not given training for the disadvantaged a high priority. Other groups and organizations have made more effective appeals and have been far more successful in their attempts to obtain state appropriations. It appears that special funding from federal legislation is our best source of obtaining additional funds for training the disadvantaged.

In summary, if we are to continue the present trend of improvement of vocational education for the disadvantaged we must accomplish the following objectives:

1. Provide additional inservice training for teachers engaged in teaching the disadvantaged.

2. Provide curriculum development and modification for training programs for the disadvantaged.

3. Increase both the quality and number of training programs for the disadvantaged.

4. Identification of the disadvantaged student at an early age.

5. Provide increased opportunities for training to disadvantaged adults.

6. Obtain increased funding for disadvantaged programs from the federal level.

7. Continue to seek support from state, local, and private sources to provide the many needed vocational education programs and services.

We have only just begun our efforts to serve the vocational education needs of the disadvantaged. If we could just reach the disadvantaged at the high school and junior high levels, we might offset some of the need for the huge appropriations now provided through CETA. CETA tries to cure the situation of the hopeless economic illness of the disadvantaged. The set aside funds give those of us in leadership roles some funds to treat the symptoms of the disadvantaged at the secondary schools level. We should make the most of this opportunity.

VOCATIONAL PROGRAMS FOR THE HANDICAPPED
HEALTH OCCUPATIONS FOR THE HANDICAPPED

By: Spencer Guimarin

There is no career like a "Health Career." Pound for pound--job for job--opportunity for opportunity, health careers are "Where It's At."

The second largest industry in the United States today is the health industry. Ten years ago it was number 13. Five years ago it was number four. Now it is second, ranking right behind agriculture in terms of dollars spent and manpower utilized.

According to some authorities such as the United States Department of Labor, it will be the number first, "numero uno." Why?

Presently we are looking at big changes in the Health Care Delivery System. Medical malpractice suits have soared in numbers; costs of health care have risen significantly, and medical technological growth has boomed.

Simmering and bubbling under all this is governmental intervention. We will have it. By "it" I mean National Health Insurance--the big "I," with the Big Brother to tell us how to get it. Regardless of how you look at it, or what you think about it, it is coming, like a snowball. And when it does come, health will be the biggest. In fact, the Department of Labor says that five years after N.H.I. is activated, one-half employed Americans will be employed in some aspect of health. That's one out of every two members of the work force. That is apt to be some 40 to 50 million Americans. One-half of the work force taking care of the other half and their dependents.

Now, what does all that mean. Jobs! That is what it means. Even more jobs than are available now!

Right now, in Texas alone, we are short some 17 thousand health workers. If this trend continues, by 1980 this shortage will be 25,000, and by 1985, 35,000. I means jobs for all kinds of people with all kinds of skills at all levels of training!

I think that this year 1975 is a significant one for many reasons, not the least of which is that this year vocational rehabilitation is celebrating its 55th year of service to the handicapped. Since 1920, when the Congress authorized the Federal Rehabilitation Program more than 3,000,000 Americans have been restored to productive lives as workers, taxpayers, and above all to a dignity our ethic acknowledges that of being able to support oneself. But there's still a lot to do.

The definition of a handicapped person is, so far as vocational rehabilitation is concerned, that that person cannot function on the job. It may require training or additional training. It may require circumventing legislation such as in the health field, licensure laws or registration. Whatever the requirements, there are ways to reach the goal.

There are, as I said, millions of people who have been rehabilitated--some more spectacular than others. You read about and hear about the paraplegics from the wars, a blindness caused by explosions at the front lines, the Helen Kellers and Chris Coles who make the news because they are news. But how about the muscular dystrophy, the polio, the cerebral palsy, the automobile accident victims--all those who are now contributing members of society, functioning in the health fields as everything.

Thelma Hudgings is from Cheyenne, Oklahoma. She lost both legs because of Buergers disease. She was a nurse before the amputations but could not function afterward--or at least felt she could not. The Oklahoma Division of Vocational Rehabilitation came into the picture, and she not only became a functioning RN again but became the Director of Nurses at Mills Memorial Hospital in Cheyenne, Oklahoma.

Texas hospitals have many of these folks. They function as x-ray technicians, even when they are blind. They become lab technicians even though they cannot walk. They are in central supply, dietary, housekeeping, business office, ward clerks, and unit managers, and EKG and ECG technicians--not to mention computers, research, dental technology, medical assisting, service education, pharmacy, and on and on.

The health employers like the handicapped. The old myths often quoted for reasons for not hiring the handicapped are mostly nonexistent in the health field. Health employers know that:

1. Insurance rates do not jump
2. Work places do not need adjusting
3. Safety records are <u>not</u> jeopardized
4. Present employees <u>will</u> accept them

In fact, study after study has shown health employers and most others as well that the handicapped do make first-rate employees.

Most hospitals have not done studies. They are just hiring them. The DuPont Company, which manufactures many health-care products, studied over 1,400 handicapped employees and found that there were 96 percent average or above safety records, records for promptness, for attendance, and for dedication to their jobs.

There are some problems though. The handicapped are in the minority and as a result suffer from the inadequacies still persistent in a

great many education efforts relative to vocational education and specifically to rehabilitation. It is changing, but too slowly. As I see it, there will still have to be quite a few more funerals before the problem will begin to really be solved.

Meanwhile, vocational rehabilitation is working and the health field can assimilate thousands more of them; in all levels, from on-the-job training to post-doctoral levels and productively and willingly.

If in doubt, show them to a health career--they will like it and it will like them. All of us will profit--the educator, the handicapped, the employers, and ultimately the consumers.

VOCATIONAL ADULT EDUCATION
COMMIT OR FORGET

By: John W. Talbott

During the past decade vocational education has been stimulated by federal legislation which directs us to serve people who want, need, and can profit by our educational services. In our attempts to provide programs of education, we have reverted to the path of least resistance. Our major emphasis has been to serve the traditional "school aged students" through a traditional school system utilizing only the traditional school day of 9:00 to 4:00. This has been the least difficult group of students to serve. But we have failed to become motivated to look around at the real needs of people, other than the needs of the "school aged student." Dr. Harold Swenson in a presentation to a National Educational Professional Development Administration meeting in Milwaukee, Wisconsin, spoke of present trends in vocational education. He identified three trends, one of which he considered critical; that is, the average age of students served in vocational education has been declining over the last three to four years. Six years ago the Oklahoma state legislature was critical of the amount of time lapsed between the time a student finished a training program in vo-tech education and when he was available for employment. The selective service draft board was drafting students upon completion of education programs, and it was two or more years before the student was available for employment. We were encouraged at that time to develop more programs for adult students. As technology advances in our present society, we observe an increasing percentage of adults in our total population, predictions of people changing jobs five to seven times during a lifetime, and a paradoxical situation of high unemployment and a plea from industry for highly skilled people to fill good paying jobs. The public is starting to become disenchanted with education in many communities as evidenced by school bond issues and operational levies going down in defeat. This should tell us something. Perhaps the system is not delivering the type of product needed for business industry and government. We in vocational education have steered our ship on the course of traditional education for too long. It is time to look at different delivery systems and different methods of funding in order to meet the challenges of the future.

Many states across this nation have developed a new kind of educational institution called area vocational-technical schools. Some have been initiated to serve post-secondary students. A close look

at these will disclose small enrollments during the daytime or from eight to five, with a great deal of activity during the evening hours. This is because the majority of the adult students are working during the day and are available for educational endeavor during the evening and nighttime hours only. Other states have organized the area schools basically to serve the high school aged student during the daytime and adults at evening or nighttime. Bursting enrollments can be observed during the daytime and lesser numbers during the evening from 7:00 to 10:00 p.m. These fine facilities are for the most part idle from 4:00 to 7:00 p.m.

The facilities are in use approximately six hours per day, some days up to nine hours, and are operated basically 175 days each year. Simple mathematics applied will show utilization of 12 to 20 percent. Private industry can ill afford to invest millions of dollars in facilities and equipment to be used only 20 percent of the available time during a given year. If vocational education survives in our society today, we cannot afford to use facilities only 20 percent of potential time.

What I am going to propose is not a completely new idea; rather, methods and procedures that have proven to work and their expansion into our education system. The Oklahoma State Department of Vo-Tech Education has developed a division called Special Schools Division. Its purpose is to provide vocational education for new and/or expanding industry in the state. Their modis operandi is to determine exactly the educational needs of an identified industry and provide the training to meet those needs. Oftentimes the industrial plant facilities and equipment are used for the training activity. In approximately seven years operating, the Special Schools Division has served over 16,000 adults in training programs across the state. The noteworthy items here are: (1) input from industry or business to help establish curricula and program activities and (2) financial assistance to the educational program. Vocational education has advocated the use of advisory committees for many years. Some schools and some programs have used them very effectively, while others give lip service only; still others never pretended to take advantage of the many services available from industry.

Adult vocational education is not a new concept; however, there is probably a greater need for it now than at any other time in the past. The craftsman of the early days taught their skill or craft to their family. Then our education system began offering skill training in certain types of programs. Industry and business have invested millions of dollars in educating their employees in order that they may be more productive.

What is wrong with industry and education getting together to provide a more productive work force through a more economical education program? If we in vocational education will communicate our willingness to serve industry's needs, they will come knocking at our door to help us in our endeavor to help them. A good example of this is in Sapulpa, Oklahoma, which is located in the Central Oklahoma Vocational-Technical School District and on the outskirts of Tulsa metropolitan area. Through the Tulsa Chamber of Commerce, a shortage of welders was detected. The staff of Central Area Vocational-Technical School started to work to determine in detail the needs of the metal fabrication industry in that area. The result was that within 90 days from the date of the first inquiry, classes were started in remodeled facilities with some equipment from the State Department of Vo-Tech Equipment Pcol, some purchased by the school, and some furnished by the participating industries. These participating industries were those identified as having bonafide needs and were serious about wanting to help do something to solve their problem. These industries provided:

1. Personnel tc serve as an advisory committee, which met at least one time each week during the first six months.

2. Some sophisticated equipment which was not readily available because of delayed delivery dates.

3. Selection and recruitment of students from their own plants for upgrade training.

4. Underwriting the tuition cost of each employee from their plant into the training program.

5. Scrap metal for welding practices.

6. Additional instructors when needed to teach processes and procedures unique to their industry's needs.

At the end of the first year of operation, there were 17 students in training and 84 students had completed the 120 hour upgrade training program. All students who completed the program were advanced within the company to a higher job classification and pay scale immediately after completion.

This is but one example of how education and industry can team up to meet the educational needs in today's society.

This success story also serves as an excellent example to illustrate the following point. Dr. Roy Dugger, President emeritus of Texas State Technical Institute, once said that unemployment in our

country is a symptom to a much larger problem in our labor force, that is, underemployment. Industry, with the encouragement of labor, usually promotes capable employees within their own company when better jobs are available. Therefore, if an employee working as a class "B" welder through training could work as a class "A" welder, he could perform a better service to the employer and make room for new hirees at the class "B" level. This idea if promoted could help alleviate the afforementioned paradox. Upgrading present employees to positions of greater importance within a company is more reasonable than employing new hirees into the higher positions and better paying jobs.

Vocational education has far too long been interested in the so-called job entry level training program and has virtually neglected all facets of upgrade training. Industry needs it, labor is clammering for it, and both groups will help pay for it if vocational education will show an interest and prove they can provide upgrade training. The construction industry has been hard-pressed for several years and the future looks even worse, as far as skilled craftsmen are concerned. Craft labor unions are seeing their skills becoming obsolete by new construction procedures. For example, look at the change in need for brick masonry craft when tilt-up wall construction procedure is employed by designers and contractors. This union is seeing a need for their members to develop welding skills to keep jobs in the future. Automatic equipment has changed the carpentry union's skills. Automated control devices used in mechanical equipment has rendered the electricians of yesteryear obsolete. The unions are serious about new training programs for their apprentices and upgrade for their journeymen. A different twist to union training is that their need for education programs is on Saturday. Their people are all employed during the week and often spend one to three hours each day driving to and from work. These needs do not create a scheduling problem to be sandwiched in between other classes. If we are to provide vocational education for those who want, need, and can profit by it, then we need to broaden our outlook and give greater emphasis to upgrade skill training. We know people will change jobs several times during a lifetime. Who is going to provide the upgrade skill training for their job changes if vocational education does not? Recently the Tulsa area vo-tech school started an adult upgrade training program to meet the needs of one industry in their community. It is a three-phase program: (1) Mathematics (2) Blueprint reading and (3) Precision measurements. The industry is located some 20 miles from the school. The day shift ends at 3:45 p.m., so the class is held at the industry's plant starting at 4:00 p.m. and is open to any employee working in the machine tool section. The first class is filled and a second class is in the planning stage.

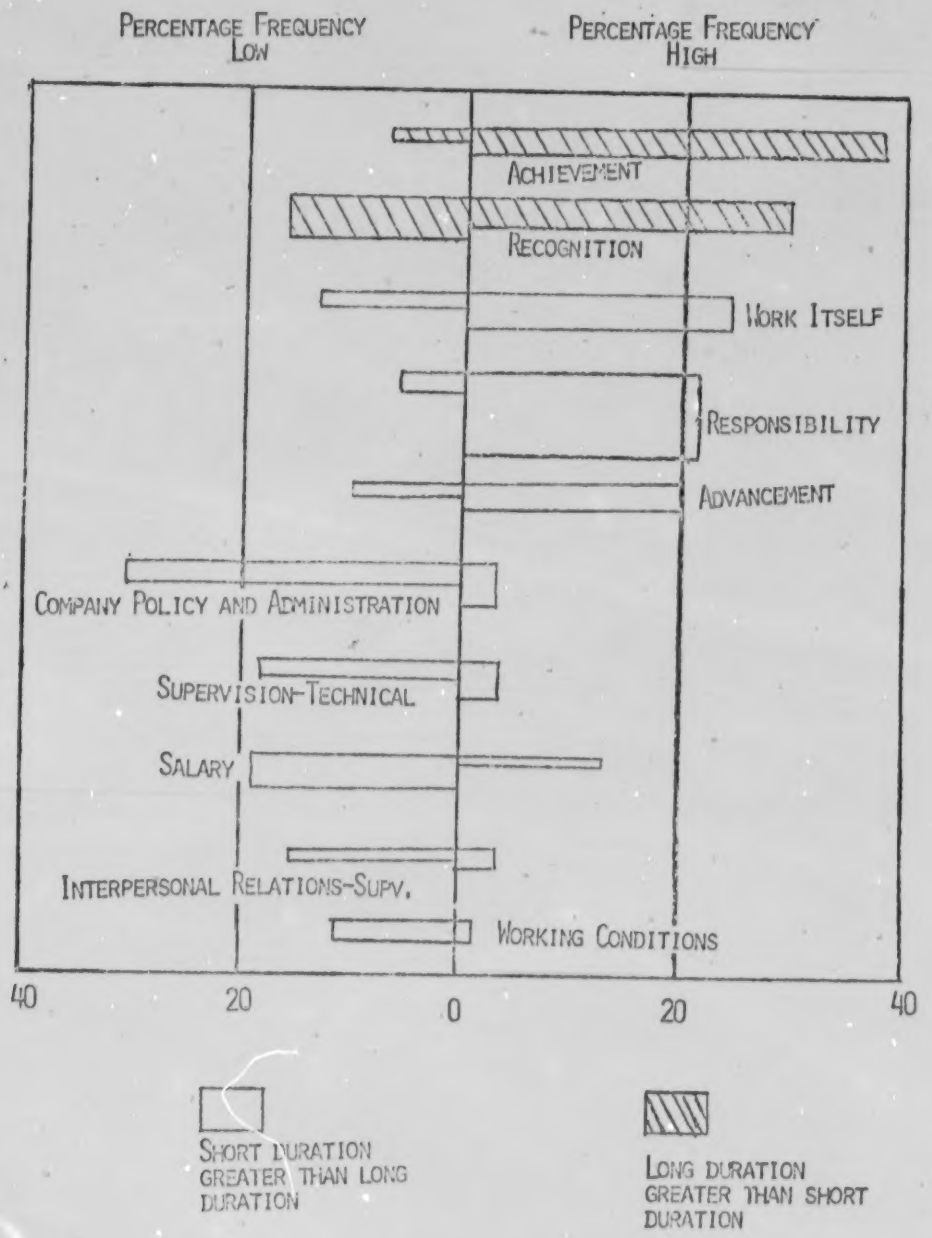
An interesting side note is that I am told that a group of these employees are now using their lunch hour and break periods as time to study and work trigonometry problems instead of the usual card playing and domino games. This is another example of industry and education teaming together to provide a program of instruction to meet the needs of industry, to prepare their employees to be more productive for the company, to work at a higher level of employment, to earn a better wage, and to become a more satisfied employee.

Fredrich Herzberg made a study of engineers and accountants, representing a cross section of industry in Pittsburg, to determine factors leading to job satisfaction. The following table indicates factors which influenced job satisfaction or dissatisfaction. The length of each box represents the frequency with which each factor offered in the events is presented. The width of the box indicates the duration of time the good or bad job attitude lasted, in terms of a classification of short duration and long duration. The factors on the right-hand of the figure were recognized as job satisfiers, and each of their responsibility, achievement, work, advancement, and recognition can be enhanced by education and training.

Many companies are becoming aware of these facts and are anxious to make financial commitments to provide educational services for their employees. The time is right for vocational education to offer its services to aid industry with this endeavor.

We in vocational education need to take a close look at program development for adults. We have been content to offer a course of thirty to forty-five hours in length. This is convenient for administrators in that these courses can be sandwiched into a traditional semester and can start and finish within the traditional time. It is neat and clean administratively to offer courses two times a year and teach those that meet a minimum enrollment. But does this meet the needs of adult students who want to learn a new skill or upgrade his present skill? We must be ready to make a commitment on a complete program of instruction. The program should be flexible enough to allow individuals to enter at his or her competency level, proceed as far as their interest or ability will allow, and exit as a more satisfied individual. Too often we succeed in only offering the beginning courses in a given field, and for some reason, never get around to providing the advanced phases. If we are sincere about providing vocational education for those who want, need, and can profit by it, then we must give consideration to a total program, which includes the more advanced courses and upgrade training for people employed in a given field to teach them new products, materials, and processes involved in their trade or profession.

COMPARISON OF SATISFIERS AND DISSATISFIERS



A recent visit to Wisconsin opened my eyes to an interesting and different administrative tool for adult education. The area vocational-technical school at La Cross is centrally located in a rural district of approximately 50,000 square miles. A considerable amount of driving time would be necessary for central administrative personnel to serve the entire district. They developed a system of using local school personnel from each high school district to serve as a local coordinator of adult education programs.

When possible, the classes would be offered locally, and only when laboratory or shop requirements demanded were the students required to drive the forty or fifty miles to the area school campus. The coordinator oftentimes had the responsibility of hiring instructors, scheduling class facilities, and all administrative and statistical reporting required by the area school. The coordinators were paid a salary or consultant fee based upon the number of program offerings and students in attendance. They also aid the central school staff in recruiting students into the program offered on the main campus.

Adult education programs can be successfully offered as full-time programs from 4:00-10:00 p.m. Many industries will provide employees release time for education endeavors that enhance the employee on the job, and they are particularly interested if the employee is willing to commit some of his own time to that end.

One inherent problem is the feeling of proprietorship on the part of the regular instructor. It is readily apparent that one instructor cannot teach two six-hour shifts, therefore necessitating the second teacher or running a double shift. The problem of proprietorship is often brought about by administrative requirements in regard to inventory control. Someone is held responsible for the laboratory equipment. This can be overcome by having an overlap in the reporting time of the two teachers, which allows them to solve such problems as inventory control of equipment materials and teaching supplies, as well as general cleanliness and maintenance of the facilities.

Our method of accounting for the amount of adult education needs to be rectified. We account for the number of people served. We take credit for 15 people trained in a three-hour seminar and 15 people trained in a 216 hour program of instruction. No comparisons or conclusions can be made or determined until we reduce these to some common terms. A solution would be to account by a student contact hour basis, and reduce this to some full-time equivalency (FTE); for example, 540 student contact hours is equal to one FTE. On this basis

the seminar would yield .0833 FTE, and the 216-hour program would yield six FTE. Such a system would allow a program, school, or state to really measure what is being accomplished in the adult education program.

We are told in the Bible to count the cost before making a commitment to serve Christ. I say to you that a good adult education program does not cost--it pays, for we will be serving the people who will be voting on the bond issues and building levies which support our institutions and programs.

VOCATIONAL EDUCATION FOR THE DISADVANTAGED: COMPLIANCE OR COMMITMENT?

By: Katy Greenwood

This hour represents the tail-end of two full days of indepth concentration toward special needs populations in vocational education. Without being repetitious, I must reinforce perhaps in a little different way the many worthwhile ideas mentioned by Dr. Neilson, USOE, by Dr. Tuttle, Oklahoma, and by many others in focusing on the disadvantaged students in vocational education.

Since our program began yesterday morning, we have had much input regarding the disadvantaged students. We have heard a definition: "those students who cannot succeed in regular vocational programs..."; we have had criteria specified for determining if students may be classified as "disadvantaged"; we have heard about innovative programs in the various states represented here - and many new ideas representative of the different program areas within vocational education.

Perhaps it would be instructive for us at this particular time to focus our thinking in a somewhat overarching way - to consider vocational education for the disadvantaged within the scope of three rather important questions:

1) Have we been doing what we should be doing in the field of vocational education for the disadvantaged?

2) Have we been doing it well?

3) Is it possible to do it better?

In response to the first question, it is clear to us that we have had a mandate - a legislated mandate that was the result of the President's Panel of Consultants back in 1962 who labeled a group of young people "Youths with Special Needs" and called for special assistance from vocational education. Under the 1963 Act, Section 4 (A) stated:

> "Vocational Education shall be provided for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in regular Vocational Education programs..."

Then in 1968, The Vocational Education Amendments further mandated that special programs be developed with the aid of federal funding, and consequently 15 percent of available vocational monies in each state were to be set aside for serving the disadvantaged student.

We in vocational education have complied with the federal laws as we should have; we have spent most of that money (the 15 percent) for the purpose intended; and yet, we must admit, that today, 12 years after that

first mandate, we must face some uncomfortable facts:

1) Federal dollars have been the main source of incentive for providing support for students with special needs.

2) It is true that vocational education in some instances has failed to recruit and maintain large percentages of disadvantaged students into programs that could be helpful to them. Evidence can show that in some instances there has been an unwillingness on the part of vocational educators to provide flexibility in program design to meet those special needs of students.

3) And it is true that our main cadre of personnel are not prepared to deal with students with special needs - and university training programs do not seem to be moving rapidly to overcome this discrepancy.

So we have done what we should be doing in a sort of half-hearted, sometimes unwilling way, and the unspoken message has inferred: "This is not our real purpose...we must not become the dumping ground for all of education's problems."

The question of "Are we doing what we ought to be doing?" becomes more complex, when we realize that conceptualization of a philosophic base - or an educational theory - is practically nonexistent in vocational education. There is vagueness and ambiguity - often conflict in and among service areas regarding purposes; and we begin to realize that documentation for <u>why</u> we staked our claim in the public domain in the first place has not been transmitted sufficiently down through the years - our own lack of cultural heritage as a field perhaps prevents us from succeeding within the total educational gamut.

History tells us there <u>was</u> a body of knowledge - that could tell us what we ought to be doing. From the period 1900-1920, conceptualization was hammered out and set forth loud and clear. Books were written setting forth the justification of vocational education. Somehow through the years, however, practitioners began to look to legislation for explanation of purposes - and today we suddenly are realizing that reliance <u>and</u> compliance within mandated rules and regulations do not lend themselves toward critical analysis and the refinement of conceptual frameworks. We come now, nearly 60 years after the Smith-Hughes Act, with uneasiness about what our purposes today ought to be, and in serving the disadvantaged it becomes more comfortable for us perhaps to wear a badge of self-righteousness - because we are condescendingly helping them. We mistakenly stand on "goodness of heart" or "charity for the underdog," as justification for including them.

Yes, we <u>should</u> care about the disadvantaged students, as

Dr. Neilson mentioned, but no more than we care about all our students; each student should be equally special - worthy of sincere effort - dedication and service. This is, after all, a service profession, with caring for students one of the integral components. But we must find better reasons for serving the disadvantaged than the luxury of feeling generous - that luxury, in the long run, will not give direction to program planning and development.....So I say to you we must relook conceptually at what we ought to be doing prior to and undergirding any federal legislation, and especially now while new legislation is being written.

Even though Charles A. Prosser authored the Smith-Hughes Act in 1917, with all its emphasis on program areas, he saw nothing hallowed in agriculture, home economics, industrial education, business education; he saw them as means to an end, not ends in themselves. The end goals for him, and the underlying assumption of that first legislation, was always economic self-sufficiency of people. He was concerned for the persons who could not afford a college education, nor had the inclination to pursue one. The underlying promise of vocational education back in 1917 was to provide for all people who needed, wanted, or could benefit from vocational education as an avenue to survival. The terminology being thrown around at that time related to "survival of the fittest," and he had the dream of fitting or outfitting or equipping, if you will, persons to survive economically in the fast changing world of technology. His writings speak to the purpose of vocational education as that of assisting 80 percent of the population that would not complete the baccalaureate degree and giving them skills with which to earn a living. That is still a viable purpose that we ought to be doing today - a purpose that would certainly provide impetus and scope for meeting the special needs of all people - disadvantaged, handicapped, or adult unemployed.

The second question, "How well are we meeting the needs of the disadvantaged?" is a rather difficult question to answer. When we begin to ascertain how well we do a thing, we are really speaking of impact - effect - changes that have come about due to programs for the disadvantaged. Dr. Neilson named some indicators of program success yesterday, even though he reported that measurement of success varies among the states. Success must be measured on results, he said, on ways of overcoming causes - on ways to remedy the effect. Because of diversity of program types, overall impact has been very difficult to measure.

Dr. Jim Wall, Mississippi State University, and EPD 552 Project Director, in compiling a report for Project Baseline, on the impact of vocational education programs, reported several indicators:

1) In the early and middle 1960's, vocational education and manpower training programs were relatively new. Impact results focused on program input rather than output; evaluation efforts were more process-oriented

than product-oriented. Data was more descriptive than substantive concerning results.

2) In 1968, the agency, Social, Educational Research and Development, indicated that vocational education programs had a limited effect on the disadvantaged. There was also a disparaging lack of evaluation data about such programs. Another criticism by the same agency indicated that the accumulated valuable experiences provided the disadvantaged had never been analyzed, evaluated, or made available to other practicioners.

3) In a later study, Weisman observed that programs for the disadvantaged were being implemented without assurance they would work and without proper research designs that would yield information about causes and effects in treatment.

On the positive side, today most states do utilize a management information system which does yield information about needs, thus aiding program development.

One of the real problems lies in definition. It occurs in interpreting the legislated mandate within the various states - not so much in identifying the client population as in determining what constitutes "special vocational preparation" for these students. Does it mean different programs entirely from the regular vocational offering? Or, does it mean a slower-paced way of offering the regular program? It is policy in each state which determines how efforts for aiding the disadvantaged are set up. Some local school systems and agencies develop sections for the target groups within the required curriculum. Others set up separate programs with separate curriculums; some of these have been successful, but evaluations have revealed that in some instances "separateness" tends to stigmatize program participants.

The following are Dr. Wall's Conslusions regarding the impact of vocational programs:

1) It is possible for the disadvantaged and handicapped to enroll in regular vocational and technical programs in representative numbers.

2) Proportionate enrollment of the disadvantaged and handicapped has been achieved by some schools and not by others.

3) Different schools seem to have different policies (formal or informal) regarding the recruitment and enrollment of disadvantaged and handicapped students.

4) The academically disadvantaged are concentrated in programs such as horticulture, production agriculture, agriculture

mechanics, auto mechanics, and diesel mechanics. All of these programs seem to be in areas where there is considerable working with the hands.

5) Nonwhite individuals seem to be concentrated in cooperative programs, medical services, clothing production, child care, and food production. All of these programs would appear to be training for occupations which are service oriented and of a lower-paying variety.

6) The economically disadvantaged appear to be concentrated in programs like agriculture and cooperative programs.

(Note: Dr. Wall did not break these observations down by sex.)

In attempting to get a better grasp of impact in other ways, we wonder how effective curriculum has been - we know that funds from the Vocational Education Amendments have provided assistance in implementing a sizeable number of curriculum strategies and techniques.

Wall reports that a great many strategies and techniques were utilized in attempting impact through curriculum. Techniques range from intensive guidance/counseling, to communications training, to diagnostic services, to tutoring, interpreter services, tracking, flexible scheduling, remedial instruction, cooperative vocational education, mini courses, open entry-open exit, special transportation, facilities, child care, basic education, behavior modification, but probably the single most frequently mentioned strategy for assisting the disadvantaged was individualized instruction.

We do know that individualized instruction provides more flexibility for focusing attention on the specific needs of the student. It has many attributes and advantages. Karlin and Berger in their recent book (1974) elaborate some of the processes in applying individualized instruction to the disadvantaged. The book is available from Parker Publishing Company, entitled Individualizing Instruction: A Complete Guide for Diagnosis, Planning, Teaching, and Evaluation. But the single most important thing to remember when providing individualized instruction is that instruction cannot be individualized unless the instructor knows the student. Developing packets of materials in one agency and sending them out to another for student use, often unsupervised or assisted, is not individualized instruction. We need instruction individualized to meet the special needs of each student.

When we talk about impact, we must wonder if our identification and recruitment strategies are viable. Campbell, et al., Ohio State University, in a monograph entitled Vocational Development of Disadvantaged Junior High School Students (1971), found that:

"Students who were designated by school officials as disadvantaged in one community were not so in another based on socioeconomic criteria..."

The overriding terminology, "persons who cannot succeed in regular vocational programs" becomes rather ambiguous when interpreted by 50 states. We know also that even if recruiting procedures were successful, retention poses a problem in some programs. The consensus of the literature seemed to relate retention directly to the sympathy and sensitivity of vocational personnel toward the individual's particular problems. When asked what they like about programs, the disadvantaged most frequently mentioned:

"physical facilities,"
"relevance of the curriculum,"
and "a sense of belonging, or social ease..."

In determing the impact of support services for the disadvantaged, it becomes difficult to decide what was more helpful to these students: counseling, medical aid, stipends, or the actual course offering in vocational education itself. Many of the supportive services needed do not come under the auspices of vocational education or manpower training agencies. The need here continues to be one of cooperative planning and linkage with several agencies in meeting the needs of these special persons - a team approach - a coordinated approach in assisting the disadvantaged.

Probably the most significant way of providing for the disadvantaged in vocational education is that of staff development, and personnel development. It becomes obvious that sensitizing personnel to the needs of special populations must be ongoing, must be a dynamic, continuous activity, Whereas the handicapped problems have been dealt with within an entire realm of special education personnel (from which expertise may be helpful to vocational education), cadres of personnel specializing in assisting the disadvantaged have not been forthcoming, nor will this likely happen in the future. So the inservice need becomes crucial. Literature stresses the importance of special, practical, and continuous training of teachers, counselors, and other personnel who work with the disadvantaged.

So we consider the third question, "Is it possible to meet the needs of the disadvantaged in vocational education better?" - and I can only reinforce and emphasize many things said here already.

(1) The field of vocational education must conceptualize its basic purposes in light of a broad commitment to serving people - nor programs. I agree with Dr. Charles Law, State Director of Vocational Education in North Carolina, who says the single most significant work ahead which encompasses all aspects of vocational education is the formulation of a unified theoretical base. He has called for a recurrence of national debate resembling that of the years between 1900-1920, first

of all to recall and understand that base, and second to see if it is still viable. There is a subcommittee of the State Directors of Vocational Education Association to focus on the problem. Dr. Neilson also alluded to the problem several times yesterday morning:

> "You should not leave this conference," he suggested, "until you have experienced an attitude adjustment, a philosophic commitment to serve special needs people in vocational education..."

(2) We must continue to strive to effect change through improving our programs...

(3) Research on the disadvantaged should continue in the areas of ability to complete training and ability to acquire employment after completion...

(4) Statewide policies should be developed which would serve as guidelines for recruitment and enrollment for disadvantaged students into regular vocational programs...

(5) Opportunities should be explored for modifying regular vocational offerings in such a way that disadvantaged students can succeed in them...

(6) Disadvantaged students should have a wide range of options, not channeled into a single solution...

(7) If ethnic minority members are boycotting vocational programs, it is important to hear the reasons they give and ascertain if they have valid points to consider...

(8) Some of the vocational monies should be used for support services as well as vocational offerings...

(9) Curriculum must be relevant in light of student needs...

(10) Data collection must become more sophisticated...

(11) Strategies for effecting national interchange of ideas must be sought; the rational idea such as this one is a beginning...

(12) There needs to be a continuous reappraisal of identification criteria...

(13) Job placement must begin long before participants are ready to enter employment...

(14) and as Dr. Neilson said yesterday, "We must take strides in preparing the outside environment to receive the student, as well as prepare the student for the outside environment..."

(15) New partnerships must be formed with other agencies - with the Department of Labor - with business and industry - in redesigning work places based on a diverse set of actors seeking to become self-sufficient...

(16) and certainly, we must encourage federal and state policy-makers to coordinate their efforts, in providing for a total system of human resources. Coordination of all human resource policies, I would hope, will be a high priority in the future at the federal level...

> ...it is strange indeed that on the one hand the Internal Revenue continues policies which encourage and reward business and industry for replacing people by machines with tax breaks on depreciation and capitol loss laws, while on the other hand, the government must assume training responsibility and the welfare payments to workers that were replaced by machines in industry...

Yes, it is possible to do a better job of serving the special needs of students. We are however, on the threshold of the most dynamic change in vocational education since its inception. Effort and attempts in helping the disadvantaged in vocational education is a microcosm within the larger society. Change and effort for affording better opportunities for people are in progress, for the vast majority of the American people. Court cases themselves spell implications for program planning in the future for the disadvantaged.

Courts have decreed that education is a right in these United States, no longer a mere privilege. They have declared this indirectly in a way that does not interfere with states' rights. They say that to provide educational programs is an option that a state can choose or not choose to do for its people. But once it does choose to provide a system of public education (and all fifty states have chosen to do so) then opportunities and benefits cannot be given some individuals or groups and not be given equally to all groups. Many court cases support this equal opportunity mandate. Implications for the disadvantaged in vocational education become the same as those for the handicapped. Mainstreaming will be the keyword for the future. Any programs that deny students equal opportunity of program offerings, that segregates students away from their regular peer group are detrimental and tend to inhibit, rather than enhance growth. It means that all students must be given options for programs. It means that placement or tracking students in vocational programs in some instances without the written consent of students and parents could bring litigation. It means that programs especially set up for the disadvantaged that separates them to the extent that they can only interact with each other is in violation of the principles of the "right to an education" mandate.

The concentrated effort evident here this week toward target populations will be replicated this year in many ways in other parts of the country. As you know the topic is a national priority and a high

priority in many states. It will certainly be a priority issue with the legislative committee, as your AVA President here with us, Victor Van Hook, will assure you. No matter which of the proposed bills comes through in the final wash now going on in the House Committee on Education and Labor, the 25 percent set-asides for the disadvantaged and handicapped will continue. The amount could increase. This need, we can predict will be the easiest item for agreement among all committee members.

There is a recognized need for change in vocational education. Vocational educators must be the first to recognize the need and strive to direct the change - hopefully from within, rather than from without. Your EPD funds which provide leadership development awards and seminars such as this one can be the catalyst for that change.

I have attempted today to trace with you some overarching purposes and strategies that will best allow full participation of disadvantaged students in vocational education, to briefly assess the effectiveness we have had toward impacting students, and to urge you to seek the full promise and potential of vocational education with your continued work, with commitment rather than compliance, and with caring about all your students. Comprised here are key people who can make a difference in vocational education. I support fully your attempts, and I applaud your accomplishments in this area of need.

It has been my pleasure to be here again this year...

DESIGNING PRESERVICE AND INSERVICE TEACHER EDUCATION PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION TO MEET THE NEEDS OF HANDICAPPED STUDENTS

By: LaNiece Robison

It is estimated by HEW that there are up to ten million children in the United States afflicted with learning disabilities. (Weber, Intro.) An estimated six million individuals are mentally retarded. These, plus the physically handicapped, the blind, visually impaired, deaf, hard-of-hearing, and emotionally handicapped constitutes a large percent (between 15 percent and 30 percent of the school population - depending on specific definition application). The problem is not confined to the poor or the wealthy; it is found in every station of economic and social life, and can affect one or all children in a family.

This document briefly reviews basic issues involved in planning for the handicapped. It also examines the psychological implications for the student and note is taken of some of the current training programs that have been developed to assist the disabled child in the difficult and frustrating task of learning.

Vocational educators with concentrated direction can assist students in turning tragedy into triumph.

We live in a time of changing social patterns. The first week of school a first grader fell down in his school hallway. The teacher helped him up and brushed him off saying, "Now, don't cry, you're a big boy." The little fella shouted, "Cry, heck, I'm gonna sue."

Why have you, as a group of professional educators, chosen this topic related to the handicapped? One reason may be that the current litigation in our changing society clearly shows they're "gonna sue." Those of you from Pennsylvania know well the landmark case that opened the courts of every state for parents to challenge the schools. The phrase from the 1972 Pennsylvania case that has special significance for discussion today is child shall have "access to a free public program of education and training appropriate to his learning capacities." (Abeson)

Perhaps this topic was chosen because today's education wants to know how a student learns, why, and under what conditions he succeeds or fails and what role teaching materials and techniques can and should play in enhancing the student's opportunity for successful learning. Thus far, this quest for knowledge has led to no panacea, but as studies of the handicapped disclose more details about the complex process of learning, today's educators are becoming less content to rely on the archetypal model for instruction. To meet the needs of the students we will discuss in the session, a special corps of trained staff, special methodology, and in some cases special devices (prosthetic and other) will have to be employed.

This topic may have been chosen by you because suddenly an increasing number of truly handicapped children are reaching vocational-technical programs. With the current "Mainstreaming" strategies of Special Education, your staffs will need continuing opportunities for inservice training, plus technical assistance with day-to-day problems coupled with access to appropriate instructional materials and resources. Because of the rapid development of elementary school programs for the handicapped more youngsters are surviving the educational onslaught. Medical care, early identification, and parental attitudes are aiding in finding more of our handicapped population and thus serving with infant stimulation programs, Early Childhood and community involvement programs, children who before the 60's were lost in the shuffle.

You may have requested this session because you recognized the need, you are aware of growing litigations, you know of the growing number of identified exceptional children--or you may have money that has to be spent for this purpose. Whatever the reason, you are seeking new and innovative approaches for training your personnel and programming for your handicapped students. There are some variables that should be considered as you begin your planning:

Variable Number One:

Adolescents that have special needs are like all other teenagers in that they come in different sizes, shapes, colors, ages, developmental levels, and sexes, and with different needs, abilities, deficits, talents, skills, attitudes, values, beliefs, aspirations and commitments. If you're to prepare a teacher who is successful with the handicapped - you must first of all find a teacher who has the capacity for reaching students as individuals. The architect, the lawyer, and the physician usually serve their clients or patients by doing something to them or for them; (Wouldn't you hate to be taken as a group in the doctor's office?); the teacher who ensures to his students the right to education works with them. I believe that the

teacher is a practitioner, an artist, and an engineer who strives to help students learn. If he is to work effectively with handicapped students, the teacher must not just know the subject, but must also know something of the ways in which children mature, how they learn, what motivates them, and how physical, emotional and social factors influence learning and teaching. Hence, Variable Number One-

The population you will be planning for is heterogenous. There will be no two alike-no matter what "label" or "tag" a student arrives with. Yes, we are talking about students that for some reason have had an onslaught to their mental, emotional, physical or perceptual functioning. It is not necessary to know "why" or "how" when you get him; even though, if society would spend the money to find out it would save millions of broken hearts and multi-millions of dollars. It's too late to say, "Those teachers didn't teach him anything." You have him "now" - that's where your planning starts.

Variable Number Two:

In order to plar an appropriate educational strategy (whether it be Programmed Instruction, Teaching Machines, Modules, Training Kits, Engineered Classrooms, Incentive Orientations, Therapeutic Curriculum) (only a few on the current scene) the vocational instructor must be able to:

A. Describe the conditions and educational needs of students in functional terms--Not, "he is lazy." When? When is he not able to succeed, or when he does not understand, when is his work not completed? Not "he's dumb" - In what area can he do something? What can he do? What can he not do? Specifically. In short, they must be able to program children in terms of instructional needs rather than categories of exceptionality or vauge terms.

   In 1966, Thompson, a psychiatrist, presented a set of clinical illustrations in Lee Harvey Oswald, the accused assassin of President John F. Kennedy. Using excerpts from published writings of Oswald, Thompson concluded that Oswald lacked a clear-cut visual memory for words. Thompson hypothesizes that:
   Assuming that he had a reading disability with the consequent years of frustration without understanding or help during his school years, it might have been a fundamental factor in producing hostility and rebellion against society. We might add that if teachers instead of piling failure on failure had "looked" at Oswald they would have found he had an intelligent mind that could learn verbally (orally) well enough to

learn the Russian language. As speculative as this is, it signifies the potential consequences of learning pathologies as they relate to man's struggle for survival.

B. Become aware of various learning styles, channels, rate, and significant behaviors.
The field of learning disabilities, which was formally organized in 1963 (Kirk, 1963) has given educators marvelous insight into how students learn. Deschler (1975) found that four general distinctive features were associated with the presence of learning disabilities in a student. First, the adolescent demonstrates both strengths and weaknesses in social, emotional and learning areas. Second, basic academic skills were still lacking. Third, poor self-concept and reduced motivation were likely to be found in them. Fourth, the common characteristics associated with children with learning disabilities such as poor coordination attention, hyperactivity, and distractibility were likely to be manifested more subtly in adolescents.

By the time the youth with the learning disability has reached adolescent years, he has become so highly sensitive to failure that he will tend to see more attempt on the part of the school and family to help him as a "put-down". (Glasser) Often times the girl with the learning disability is a fine student in home economics, if she can be relieved of the responsibility of term papers and written tests. The boy is often a fine shop student but may have difficulties managing job sheets, keeping notebooks, and again, passing written exams. Most of these young people can comprehend the material under discussion in most of their regular classrooms. Again, their chief difficulty appears to be in written output. If the instructor is flexible enough, knows this student's rate of learning, channel of best reception, and frustration level, many or these students could reveal their excellent levels of thought by being given oral examinations based on what they have been capable of learning.

Variable Number Three:

Establish in your planning a segment to firmly identify what the teacher's responsibility is.

This student will live one-half of his lifetime after the year 2000. Will the "now" terms and facts be relevant? What must a person know or be in order to survive? You are saying-his attitudes, learning how to learn, skills-you are right. Vocational educators have

always been the most practical of all educators. You know the 23,000 occupational titles listed in the Department of Labor Directory. You have identified 15 specific clusters and the job opportunities available in your area or region. You are aware of the importance of preparing students for life, the necessity for developing attitudinal skills-You have been on the right track. James J. Gallagher once said, "We don't need to destroy our organizations, only humanize them."

Our students will learn if you would include in your planning thrust levels of training and expanded sites--my children can learn to cook if taught a sequence of skills, given a human model to imitate, and a practical task--(Is it necessary for everyone to learn Eggs-A'la Goldenrod)? How about the American mainstay--sandwiches? We have students in agriculture programs that love plants and animals and could develop into skilled practitioners, but they fail agriculture because they can't memorize the vocabulary or perhaps they are not able to cope with the complexities of the product-oriented industrial shop. What is the teacher's responsibility?

1. To turn a kid on to life-to let him know he can do something and do it well.
   If I may I'd like to give a personal illustration here-I was a handicapped child-in high school, I chose shorthand (which I had no aptitude for and almost failed) and typing (which they wouldn't let me enroll in because it was part of a secretarial course and I'd never be a secretary). I was a failure--if I hadn't had backing from other sources--I'd be working at Goodwill.

2. Assist student to develop a "work personality." Our kids fail-not because they can't do the task, but because they can't get along, they misread the nonverbal signals, they can't follow directions.

3. Level the Skills-Use little lecture and lots of action-Use "hands on" methods.

4. Expand the alternative skills-For years mildly handicapped students were placed in long series of low-paying, unrewarding jobs - or ended up unemployed or on welfare. It's our job to expand the alternative skills - so that people have choices.

5. Learn the tools of your trade-there exists a plethora of media today, every instructor should know more than one way to teach a skill - so youngster can't remember the letters on a typewriter or the word a tool goes by - color code the keys, make a silhouette of shape.

6. Provide a program that is reality bound and relevant to the youth's immediate needs. Recently, a young man who had achieved an A in his Vocational Auto Mechanics shop defended his failure in English by explaining, "Who needs Silas Marner to fix an engine." Certainly something can be done in almost any subject to make it relevant to the life the young person will lead at maturity and since legal maturity is so close at hand in the latter high school years, it is now mandatory. Many young people have already been successful in many occupational pursuits in the after school and weekend periods, and this aspect of their life has much meaning for them. Working for an employer produces a greater consistency in the management of behavior than can be found in any other aspect of their life, including family or school. Grades certainly do not have the reinforcing effect on appropriate behavior that a paycheck does.

   An example of current application of this aspect is the Parkway Project in Philadelphia where young people are assigned to educational experiences and required to make contact with the school only once a week to report what they have learned or to receive a new assignment. Also the Ridgewood, New Jersey high school staff has just instituted what is called a "Ten O'clock Scholar Program." This permits the young person to be given credit for his job throughout the day and to receive his necessary instruction in English, history and physical education in the evening hours, conducted by specially selected teachers in the evening adult program. The program terminates with graduation and a diploma. Such a step certainly makes education more realistic because of actual participation in a life experience. Much of our school programs conducted rigidly within the walls of the school frequently attempt to describe again in the various forms of language what life will be like after schooling is finished. The success stories of the youth with learning disabilities on work experience programs is well documented and would satisfy some of the requirements listed above.

The heterogenous group must have applied appropriate educational strategies (as the preceding pages pointed out teaching handicapped students may require a dramatic change in the teaching style of the staff) with specified teacher responsibilities, irregardless of the model or framework used as a vehicle of service.

Service Models:

Service models range from the accountability model inclusive of performance contracting their differentiated staffing and flexible scheduling models-advantages of programming with this model include shortened class periods, expanded staff-intern, probationary, senior teacher and master teacher working together as well as an expanded paraprofessional staff.

Individualized instructional programs are springing up in all parts of the country. Although they are characterized by diversity they have one common element: The traditional pattern of instruction, in which all students are taught the same content at the same time, is being abandoned. Instead, instructional teams are creating learning conditions which enable individuals to proceed at their own pace, often on self-selected subjects, toward self-evaluated and self-satisfying goals. Some of the better publicized patterns have been described briefly below.

1. The nation's largest individualized learning project Individually Prescribed Instruction (IPI) was developed at the University of Pittsburgh in cooperation with the USOE regional laboratory (1964). By 1967 more than a thousand school systems had asked for assistance in setting up IPI programs. By 1970 IPI was being used by 75,000 students in 264 schools. Materials have been developed in elementary mathematics and language arts. Plans are being developed for its expansion through high school. Based upon carefully sequenced behavioral objectives, empirically developed materials permit students to plan and proceed independently. Provision for continued diagnosis and pupil progress and regular feedback are provided.

2. Project PLAN (Program for Learning in Accordance with Needs), the nation's second largest effort to individualize instruction, has been in existence since 1967. Unlike IPI, PLAN is representative of a private venture. (It was created by Westinghouse Learning Corporation and American Institutes for Research, in Palo Alto, California). It utilizes all

available commercial materials, adjusting them to the individualized program. Computer assistance provides vital individual feedback on a daily basis. The program involves all grade levels in language arts, reading, social studies, mathematics, and science. Cost is estimated to be an extra $100 per pupil per year.

3. The NOVA plan (developed by Nova High School, Fort Lauderdale, Florida) was developed by a staff of eight educators through funds from the U.S. Office of Education. The group, located at the Educational Research and Development Center for the Broward County Board of Public Instruction, Broward County, Florida, has been working on the Interrelated Mathematics Science Project.
   Specially designed booklets, called Learning Activity Packages (LAPs) are being written in both mathematics and science areas. The primary function of the LAP system is to guide the student through a highly structured program of learning materials. LAPs, outlining a model program with blank spaces for individual schools to design and write their own program of instruction, are being used widely in the Florida area.

4. The Quintile Plan (McComb, Mississippi), in effect, forces teachers to individualize instruction. The plan divides the school year into four nine-week sessions, in addition to a special summer session. A student may enroll in five basic subjects, but he studies only one subject at a time for nine weeks. (Physical education and special interest subjects such as art and music are taken with the core subject.)
   Teachers have discovered that they cannot maintain interest and attention when they lecture for five periods a day. This has resulted in a decided change in instructional activities. Students now proceed individually toward course objectives; teachers provide guidance and assistance as needed.
   The foregoing are merely suggestive of the varied approaches to individualized instruction being developed across the country. (Hoover, pp. 298-299.)

These models, of course, meet many students' needs that otherwise would fail and with adaption can be applied directly to vocational training.

Other types of program alternatives include, VIEW-developed by Region XIX Education Service Center, El Paso, Texas. VIEW stands for Vital Information for Education and Work and is designed to assist in the presentation of occupational and vocational information to junior high and high school handicapped students. (ESC)

Occupac Project - Developed by Eastern Illinois University - funder Illinois Division of Vocational and Technical Education. The design includes:

1. Step-by-step directions needed by some children, particularly those who learn more slowly than their peers or need to be right and successful.

2. Opportunity to repeat directions when needed.

3. Reinforced by immediate feedback.

4. Simulated experience which allow a student to explore and test his feelings/provide a system for helping a person develop his self-concept. (Hoyt 72.)

A manual "Career Orientation Manual" developed by Texas Rehabilitation Commission-is designed to provide a guide for handicapped persons upon securing a job. It is designed for 15 lessons-but has extensive material and practical direction that could under some circumstances serve as basis for a year's activity. This manual was published in 1973 by Texas Rehabilitation Commission. (1600 West 38th Street, Austin, Texas 78731.)

In a recent article, Gary Clark, Assistant Professor of Special Education at the University of Kansas, outlined three models of service. It related these to career education-they have profound significant, as well as necessary data for vocational educators in general:

A School-Based Career Education Model

The most obvious disability groups to benefit from this career education model are the mildly retarded and the learning disabled. Since these two groups are the largest within the public schools, it is to be expected that they will be accommodated as groups to fit into a career education program of some kind. Budke, Bettis, and Beasley (1972) reviewed 26 career education programs in 22 states and found that only about one-third (nine) claimed to have any special instruction for handicapped youth in career education and less than 10 percent of the 26 programs provided a component for the educable retarded. It is not clear whether this information reflects lack of inclusion of special education programs in career education programming or whether the mildly handicapped in public schools are becoming "invisible" to the extent that they are included in regular programs without labels and are consequently not treated as a special group.

The learning disabled children identified at the ages of nine or ten are now being recognized as students with assets as well as liabilities during their adolescent years and some special programs that deemphasize academics are being provided. The Part D funds of the Vocational Education Amendments of 1968 set aside for "special needs" students are increasingly being used to support programs for students who may or may not be defined as handicapped, but who need a program different from those available through regular or vocational options and those available through special education. Programs of this type include dropout-prone youth, learning disabled, educationally handicapped, socially maladjusted, and some who are or have been classified as educable retarded.

The School-Based Model emphasizes a sequential approach to career education that should influence programs for the partially sighted, hard-of-hearing, mildly developmentally disabled, and mildly orthopedically handicapped. These programs should feel the impact of what is being taught in the regular grades at the elementary and junior high school levels and make some curricular revisions to insure that students are receiving a comparable foundation in career preparation.

The goals of "career awareness which leads to career identity" and "self-awareness which leads to self-identity" developed for the School-Based Model by the Center for Vocational and Technical Education at Ohio State University (Budke, Bettis & Beasley, 1972, p. 10) are vital to career development for the handicapped. These two goals are especially crucial to the level of employment the handicapped may eventually attain. Career identity and self-identity are demonstrated by what an individual allows himself to be guided into-by parents, teachers, counselors, friends, or circumstances. Handicapped persons have enough problems in dealing with the stereotyped career identity and preconceived ideas of the identity of the handicapped by the non-handicapped to have questions about these themselves. The implications of this model on the long-term pursuit of these two goals by the handicapped are exciting when contrasted to what has been provided in the past.

Employer-Based Model:

The Employer-Based Model could be instrumental in solving a major employment problem for many handicapped-exclusion from union membership. Legal obstacles and employment problems related to mobility and architectural barriers are problems best solved from within. The involvement of business and industry in career preparation on a contractual basis may prove to be one of the best things that has happened for the handicapped in some time. When business and industry are committed to a program that embodies the concept that career preparation is for all individuals, they can provide political and economic persuasion that

can go a long way in alleviating problems that educators and rehabilitation personnel have not been able to solve.

This model could have significant effect on the type of training and subsequent employment opportunities for those handicapped youth who receive most, if not all, of their high school vocational training in a state school particularly schools for the auditorially and visually impaired. With some exceptions the variety and level of vocational training in these settings are limited. Training in many instances is dependent upon obsolete and/or inadequate equipment or inadequately trained instructors who do the best with what they have. The possibility of going directly to potential work environments to obtain career preparation from highly skilled craftsmen or technicians using modern equipment is an encouraging development for the handicapped and those who have been frustrated in attempts to provide quality career preparation. (Clark, p. 8, 9.)

Another approach is the Integrated Training Module:

Dr. Harry Fullwood, E.T.S.U. in Commerce, is experimenting with training modules for local industry. He sets up exact replica of the selected job to be taught, and the disabled student learns every aspect - from punching the time clock, paying to coffee fund, and specific job skills (systematically and sequentially developed) - the student has built in success before entering the actual work experience.

All of the aforementioned alternatives have specific implications for planning valid service - if adapted to practical aspects of performance. If you sincerely wish to develop a comprehensive service model, take your Career Education Component seriously and start providing 12 years of preparation for exceptional children.

Talk to each other; your co-worker in Special Education can assist with local percentages, with identified needs, and with technique. A network of national, regional, state, associate, and local instructional material centers has been established to assist in locating, organizing, and evaluating instructional media for use with the handicapped. These services are at your and your teacher's disposal.

To locate learning disability projects, the interested professional should call or write the local school districts, the State Department of Special Education and/or the State Association for Children with Learning Disabilities. (ACLD current addresses of state ACLD affiliates can be obtained from the ACLD, 2200 Brownsville Road, Pittsburgh, Pennsylvania 15210.)

Vocational educators stand to gain with a merging of expertise from liberal education, special education, career education, vocational rehabilitation so that it facilitates the process of living and is inclusive of but not limited to, facilitating the process of making a living.

In conclusion, recent research (Rand Corp. for U.S. Government) found that innovative projects that work begin with real problems, recognized by local staff, with strong staff commitment, modified to fit the school and that "The assimilation of new practices was more likely when there was an emphasis on...practical classroom issues..." These, of course, were not the only success factors; however, in the light of today's discussion, teacher training that first develops an awareness component (What it is like to be handicapped? What types of handicaps do these students come to you with?) could feasibly lead to recognition by the vocational staff for different educational strategies that produce success.

A civilization that can put men on the moon can find ways to make certain that a handicapped student develops his tremendous potential for living. Best of luck in your endeavors.

"I thank God for my handicaps, for through them, I have found myself, my work, and my God."

Helen Keller

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INSTITUTIONAL VOCATIONAL-TECHNICAL SKULL SESSIONS

By: Domingo Arechiga

"Skull sessions" usually are thought of as important meetings where football players and coaches prepare for their next game. This is where players and coaches critically review the previous game, carefully analyze their next opponent, and finalize strategy for their next game based on these experiences. This is where players and coaches learn from their successes and failures, as well as from each other.

Perhaps it's time we educators schedule similar "skull sessions" as important meetings where we can prepare for our next responsibilities in vocational-technical education. This is where instructors and administrators at colleges and universities can critically review their previous educational efforts, carefully analyze their projected student clientele, and finalize strategy for future educational programs based on these and related experiences. This is where we, too, can learn from our successes and failures, as well as from each other.

If we engage in these skull sessions willingly, openly, and intelligently, it is likely that we will reach a consensus about the increasing importance of vocational-technical programs in American education. It is likely that we will reflect upon the increasing commentaries and commentators on this subject and upon the increasing scholarly concern about this important phase of post-secondary education.

I do not pretend to know more than any of you about this important mission, but I believe that my interest, concern, and involvement in the future of vocational-technical education is equal to yours. For this reason, my purpose today is to initiate a "skull session" by sharing with you some observations about our increasing responsibilities in the vocational-technical area.

There is a growing need for us to investigate and report on our own professional environment and development. Are we engaged in the kind of research which Martin Throw classifies as predictive, directive, and illuminative? Are we adapting our educational programs to meet the needs of a mobile pluralistic society which places temporary and divergent demands on us? Are we addressing the aged, burning question of whether society reforms the university or the university reforms the greater society? We must combine our answers as we develop a direction for colleagues and students interested in the future of vocational-technical education at the post-secondary level.

Our evaluations of previous educational efforts must be analyzed in terms of our projected student clientele, just as football players in a skull session evaluate their previous game, then analyze their next opponent. We must determine whether our efforts are meeting the

needs of a student body which reflects changing characteristics. We must strengthen present programs and develop new ones which stimulate and satisfy the special educational needs of older students who seem to be increasingly career-oriented.

All indicators are that students' interest in the occupational related aspect of education will continue to intensify. This may be the result of an increasing number of older students who are combining their interest in working with their interest in continuing their career education. Many are engaged in recurrent education, moving in and out of working and educational environments. To meet their needs we must provide increasing opportunities for them to engage in programs combining working experiences with educational environments. We must provide them with smoother linkages from educational to occupational arenas, as well as from occupational to educational arenas. In addition, we must admit that movement, not stability, typifies our diverse student clientele.

The most difficult stages of our skull sessions will be to finalize strategy for future educational programs based on our evaluations and analyses, just as the football players and coaches do. Thus our future challenge is as formidable as any opponent our varsity football teams will face this weekend.

Historically, educators have scored quite well on the clearly defined goals of society. But contemporary society does not have many clearly defined goals for educators at the post-secondary level, partly because accelerated circumstances tend to give life a transient quality. It is our responsibility, then, to distinquish between what is transient and what is substance, to balance the inventive and the traditional, to combine verified practice with the continuous flow of new ideas.

In short, we must educate with perspective. And to do this we must respond to some fundamental assumptions in contemporary education. First, change in education will be evolutionary. Second, the length of the work week will be shortened while leisure time will be increased. Third, the number of high school graduates seeking post-secondary education will decrease, and competition for students will persist.

We must develop programs which meet the interests of these varied students and the demands of the efficiency experts, which are philosophically and economically sound. Yes, designing educational programs which are both effective and feasible in light of financial constraints will require comprehensive program reappraisals and lots of imagination. Such reappraisals of vocational-technical programs are far from new. Experts in the field demand comprehensive reappraisals of such programs--reappraisals which set out helpful logistics and which contribute toward a comprehensive philosophy of higher education.

I am among the college administrators who believe that the growth of vocational-technical programs in the last ten years will continue--that it does not reflect a fad or a passing interest which will level-off. The apparent national shift for an increase in career education and for individualized instruction implies that vocational-technical instructors must accept some of the responsibilities which traditionally were delegated to the academic arena. They must incorporate in their teaching an emphasis on critical reasoning, on value clarification and application, and on oral and written communications.

The current demand for educational accountability, coupled with the emerging reaction to educational permissiveness, has resulted in a stronger emphasis on standards. Provisions must be made for courses which will integrate theoretical knowledge with practical experience, which will make allowances for students to expand their vistas in courses which have a wider appeal and create a desire for future exploration, and for traditional courses required in a concentrated discipline or career.

These are only some of a muriad of areas which must be discussed in institutional "skull sessions" where instructors and administrators plan the future of vocational-technical programs in higher education. Additional questions must be voiced about the length, content, and methods of training to be emphasized, in light of the increasing theories and skills which must be mastered prior to employment.

We shall need many institutional skull sessions where we can attempt to identify the large forces which work in society and where we can redesign our programs and priorities. And given the unprecedented cultural and social changes we face, our institutions may expect to be bombarded by relentless forces of change. The question is, will we meet the challenge? Will we be able to give intelligent direction to this greater responsibility of developing vocational-technical programs in higher education? Collectively, we--and only we--can answer this question.

DESIGN PRESERVICE AND INSERVICE TEACHER EDUCATION PROGRAMS IN VOCATIONAL - TECHNICAL EDUCATION TO MEET NEEDS OF THE DISADVANTAGED

By: Raymond F. Faucette

PRESERVICE

Some of the major problems confronting inservice education programs for teachers of the disadvantaged are:

College and University

1. Teacher Education Accreditation Requirements
2. State Certification Requirements

Some assumptions are made and include the following:

1. Conference participants are familiar with the 1968 Amendments to the 1963 National Vocational Education Act.
2. Participants are familiar with the teacher education block.

1. College and University Teacher Education Accreditation Requirements.

Each five- to seven-year teacher education program is evaluated and examined to determine its worthiness to train teachers for that state's public schools. Vocational education departments are just part of the whole and must be included in this exercise. During the year preceeding the date of the evaluation each department will conduct an evaluation of themselves. These evaluations are made available to the visiting evaluation team, and then the department is rated.

There is no real problem with this team if the department in question can make a case for its offerings, have a budget to support it and have all of its graduates employed. The Dean can aid in getting far-out kinds of programs passed for certification, because he has final say in most cases as to who will be on his evaluation team.

2. State Certification Requirements

General education requirements are usually recommended by a committee of persons trained in education, and approved by the state board for education. The committee is usually made up of college of education deans.

Technical education requirements (35-55 hours) usually draw the attention of school and college deans (Agriculture, Home Economics, Business, Nursing, Marketing, and Technology programs), because they

have an interest in programs and the number of students who will be coming their way. Also, some of the deans believe they know more about vocational teacher preparation than those of us in the profession. Often times state area vocational staff are consulted regarding technical requirements.

The professional block is becoming more and more a problem in that requirements have been from 18 semester hours to 28 to 30 semester hours in the past four years in many schools. They have gone from a minor in education to a light major in terms of hours. This action came as a result of accreditating requirements, desires of associate deans and deans.

In some cases as few as nine semester hours (practice teaching may carry a Vo. Ed. prefix) will be taught by vocational education personnel, and the remaining hours (18-21) are taught by persons in other divisions of the college of education, or under their direction. In some cases vocational personnel are assigned to foundation courses and make some input as to content and as to students who draw their sections.

Student teaching (Practice Teaching) may also be a problem and will be discussed with other alternatives to a standard student teaching block.

Options for preparation of teachers for the disadvantaged: (1) Special program, (2) Typical service area program plus additional experience with disadvantaged students, and (3) Preblock experience.

1. Special Program: General Education, Science (15)*, Communications (12), History (3), Political Science (3), Economics (6), Drama (3 to 6), Art (3 to 6), Mathematics (3), Physical Education/Health and Safety (6).

Technical Requirements: Fifty semester hours
Question: Should these be structured like existing recognized area programs (Agriculture, Business and Office, Distributive, Health Occupation, Home Economics, and Trades and Industry)?

Professional Education: Remedial Reading (3), Supervised Work Experience (6), Regular block and preblock courses (27-30).

2. Typical Service Area Program Plus Additional Experience: In this option preblock vocational courses would contain material relevant to the teaching of disadvantaged students. The block courses would also be more oriented to the needs of disadvantaged, in addition to having real student teaching experiences with disadvantaged students in appropriate teaching centers.

*Indicates semester hours

3. Preblock Experience: Preblock experience would be more observation than participation with supervision by vocational and area staff. This experience could be arranged for during any semester and perhaps during the summer term.

In Arkansas, potential vocational teachers could work as vocational teacher aides and gain valuable assisting and observation experience.

Summary

In summary: (1) Is it desirable to completely rewrite the general education requirements to include courses in drama, art, and a highly practical mathematical course? (2) To require education courses in remedial reading and math? (3) Is it possible to have a general technical block as is sometimes found in industrial arts, business, and distributive education? (4) Must the prospective teacher of the disadvantaged be assigned to one of the older established areas of vocational education? (5) Or, is it more desirable to modify the teaching block arrangement? and (6) Could all potential teachers serve as paid vocational teacher aides?

Two requests. (1) Let us in Region VI agree upon one plan of action and get the support of the U.S.O.E. Regional officers, in so doing, certification officers, accreditation teams and deans will recognize and accept the new program as needed. (2) Let us support the need for a full-time teacher educator for disadvantaged and handicapped programs in each state.

If the Region supports these, they are easier to defend before accreditation, certification, and deans representatives.

INSERVICE

CHOOSING THE SUBJECT FOR A WORKSHOP

GENERAL INFORMATION

It is a recognized fact that the teacher is the one most important factor that must be considered in each successful vocational program. Without the services of an efficient dedicated instructor, a special program for special needs students is destined for failure before it is begun. Where teachers feel secure and confident in what they are doing, they will have a greater commitment to the program and the students. A competent, satisfied teacher will stem uneasiness and restlessness in students, and both students and teacher can get on with the business of education.

Many vocational teachers struggle through several years of pre-service training, then go out into the teacher field and find they are really not prepared to cope with the situations they find. Especially with the disadvantaged student, the teacher finds himself in need of assistance. A state of frustration sets in, and unless he finds a way to cope with the problems he has become involved in, he will not succeed as a vocational teacher. He may turn to his library, he may go back to his major professor, he may seek help from his supervisor or co-workers, or even go to nearby schools; but unless he finds help, he will not survive.

A good supervisor will strive to eliminate many of these frustrations through a quality inservice training program. This inservice training comes in many forms, and can take place in any number of ways.

With the provisions of the 1963 Vocational Education Act and the succeeding mandates of the 1968 Amendments to the Act, an urgent need arose for trained teachers to work with disadvantaged or handicapped students. These teachers were needed immediately, and institutions responsible for teacher education had to have time to set their machinery in operation. So it became necessary to take those teachers who showed interest in this segment of the population and provide them with an inservice training program that would equip them with the accepted qualifications and the technical know-how necessary for working with special needs students.

Past experience has proven that, in order to obtain the greatest potential from the programs and services provided, vocational teachers need assistance in the following areas:

1. Identifying and assessing the needs of disadvantaged students;
2. Knowing the characteristics of disadvantaged students;
3. Cause and effect of student disadvantagement in relation to program implementation;
4. Planning and promoting programs and services for special needs students;
5. Counseling the disadvantaged;
6. Techniques and strategies to employ in teaching the disadvantaged:
    a. Student-teacher relations and communication,
    b. Student motivation,
    c. Teacher strengths needed to work with disadvantaged students;

7. Using multi-media in individualized instruction;

8. Providing vocational education for the disadvantaged adult;

9. Involving the disadvantaged student in youth organizations;

10. Motivating school personnel to work with the disadvantaged;

11. Coordinating other agency activities in serving the needs of the disadvantaged.

DECIDING WHAT TYPE INSERVICE PROGRAM FITS YOUR NEEDS

Special classes, both on-campus and off-campus types, are good ways to provide inservice training. A short intensive type of inservice training program may be held after school during the week, or may be accomplished through a Friday afternoon-Saturday morning type of activity. These kinds of training will work effectively where limited special topics are discussed. But if a series of different strategies need to be discussed in order to formulate a plan of action then more time will be necessary, and workshop type of inservice training will be more effective. A workshop, of course, involves more detailed responsibilities such as planning, conducting, evaluating, and follow-up. Therefore, the workshop technique of inservice training is the type that will be presented throughout this instrument.

A. COORDINATION OF WORKSHOP WITH TEACHER EDUCATION INSTITUTIONS & STATE STAFF

Workshops of this type should be coordinated with vocational teacher educators at higher academic institutions if participating teachers are to receive college credit. The state of Arkansas provides credit for acceptable workshops through four of the state's vocational teacher education institutions. Each institution selects its vocational teacher educator to coordinate the institution's responsibilities at the workshop.

Cooperation of the total state staff is also necessary, the more so when the needs of the disadvantaged are being served to the maximum extent possible in regular vocational programs.

Frustration on the part of vocational teachers can be reduced if their program supervisors encourage their participation in special workshops. Only through cooperation and understanding can these frustrations be eliminated. Most of the time, the special workshops are learning experiences for the staff as well as the teachers.

B. FUNDING THE WORKSHOP

It is difficult to request fully certified vocational teachers to pay the cost for this kind of training when they are already qualified and don't have to have it. Therefore, funds should be made available to defray the cost of travel, meals, lodging, supplies, equipment, and consultant fees needed to conduct training programs of this type. If a teacher is not yet on salary, but is on contract to start work on a prescribed date, he also should be included in the workshop.

C. OBTAINING THE VOCATIONAL TEACHER'S INTEREST AND COMMITMENT

Vocational teachers must recognize their need for growth and development in meeting the total needs of their disadvantaged students. Many times he/she is the only teacher that the special needs students will accept recommendations from. After all, the student has a little pride, too! For this reason, vocational teachers of the disadvantaged should be selected and provided inservice training on the basis of competence, empathy, genuineness, and warmth shown in working with students. Teaching is a demanding profession and the teacher must be willing to make whatever sacrifice is necessary to help the students realize their greatest potential. Furthermore, they must be convinced that a quality inservice training program is a crucial need toward implementing and conducting programs and services for students with special learning problems. Dedicated teachers are not hard to recruit for workshop participation because they recognize the critical need for new insights and increased sensitivity into the deep inner feelings of their students.

D. THE WORKSHOP REPORT

Many times teachers working in economically depressed areas somewhat isolated from the major thoroughfares experience difficulty in attending large workshops located in the central part of the state. Because of this and certain other problems, the workshop should be concluded with a report in written form that may be used to communicate workshop information and conclusions to those teachers and other persons who were not present, but who are interested in what took place.

PLANNING THE WORKSHOP

DETERMINING WORKSHOP INTERESTS

Large special workshops are usually held after the close of school or early during the month of June. The workshop planners should make an interest survey early in the school year to find out the areas in which teachers feel they need help. The survey should be representative of a large segment of the vocational teachers working with special needs students. Suggestions may be provided to the teachers, but the survey should not be limited to administrative suggestions. The teachers are adult, and should share in these decisions simply because they will be involved.

The survey should be completed and made ready for workshop planners by the time they have their first meeting in late November or early December. This survey may be done in supervisory meetings, by mail, or at the close of previous workshops.

SELECTION AND USE OF A WORKSHOP PLANNING COMMITTEE

Because the inservice training being planned is a W-O-R-K shop and all participants are expected to do work activities that have a purpose, the teachers should be involved in the planning process. This will help assure that the end result will be a usable product. The planning committee should consist of vocational teacher educators, state staff members, and a cross section of vocational teachers.

Successful workshops don't just happen. They must be planned and conducted. This committee will be charged with the planning that is necessary to insure the success of the workshop.

The planning committee should meet in late November or early December; then continue to meet until the final plans for the workshop are completed. The planning committee should, through consultation and an interest survey, select topics to cover during the workshop, formulate workshop objectives, establish workshop procedures, decide

the method of evaluation, agree on workshop consultants, and plan the workshop agenda. They will also select and inform group leaders or facilitators who will supervise and direct group work sessions. The committee remains intact and ready to be called upon for needed services until the workshop has been completed.

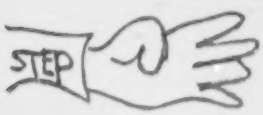
PLANNING THE WORKSHOP

Workshop planning should begin in early December and should be complete by mid-January or earlier. The first step is to fix clearly in mind and on paper what is to be achieved. The outcomes or objectives must be determined in order to get the planning process off in the correct direction. Through the planning committee, the real needs of the inservice training program is determined and the workshop objectives are set. This committee should look at what is existant now in comparison with what should be. The comparison of present conditions with the desired results will help to focus where changes are needed. Other persons who might be consulted or involved are guidance counselors, parents, employees, advisory committee members and community persons who are concerned about the needs of disadvantaged students.

The desired conditions agreed upon by the planning committee then become the broad general goals of the workshop. These goals may be stated as follows:

1. To increase occupational choices to disadvantaged students.
2. To provide greater flexibility in vocational programs for the handicapped.

These kinds of broad goals will steer the planning committee in the right direction and lead to the next step in the planning process, which is the selection of the more specific objectives for the workshop.

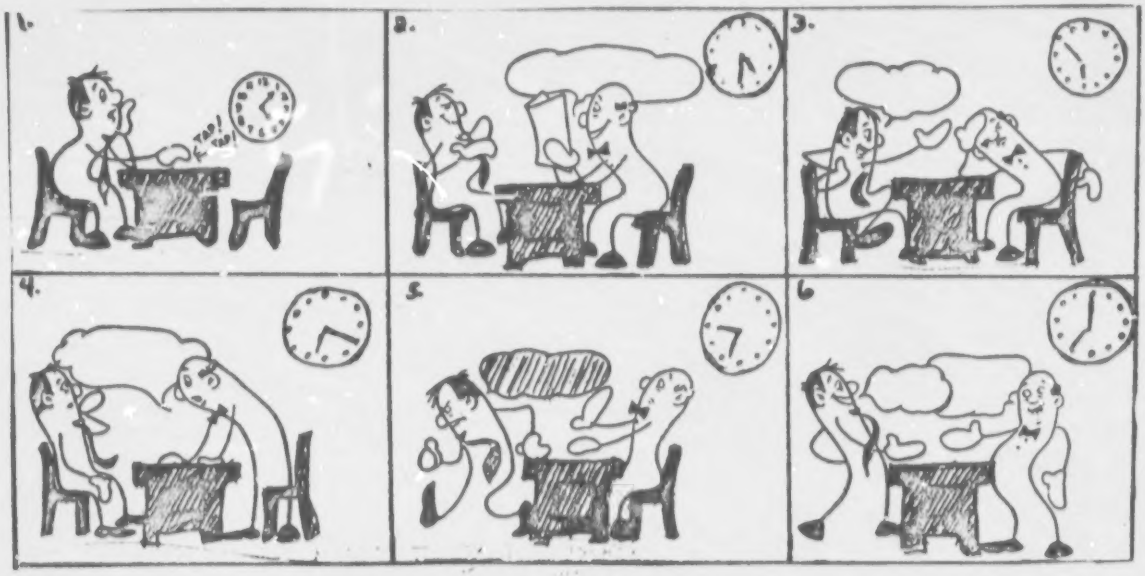


ESTABLISHING SPECIFIC WORKSHOP OBJECTIVES

It must be remembered that goals are broad general outcomes that must be narrowed down and made more specific in order to plan and conduct activities that will lead to their accomplishment. Objectives should state specifically what the participants will be able to do as a result of the workshop. If these objectives are attained, the workshop goals will have been reached.

In stating performance objectives, vague terms such as "to understand", "to know", or "to appreciate" will not clearly define the workshop expectations. Performance objectives should be stated with action verbs such as "demonstrate", "identify", "construct", etc. Some objectives will be easier to state than others; but as a rule, stating an objective in performance terms (which is a must) can be difficult.

When workshop objectives are stated in performance terms, it asssists the planning committee in selecting the learning activities that will enable the participants to reach the objectives. If learning activities have been selected properly, than evaluation becomes easier. This also facilitates clear thinking on the part of all persons concerned, and forces workshop planners to deal with exactly what is to be accomplished during the workshop.



STEP 5: AGREEMENT ON WORKSHOP OBJECTIVES

In the planning stage, there should be an agreement on the workshop objectives by the total planning committee, the planners, participants, teacher educators and state staff. All should be able to make their recommendations, but the final decision should be left with the workshop planning committee. By having a cross section of all groups represented on the committee, "after the fact" kinds of confusion and frustration will be eliminated. After the objectives have been agreed upon, the next steps - securing workshop consultants and notifying workshop participants - can be acted upon simultaniously.

A workshop of this magnitude is best held on a college or university campus. Their facilities are more accomodating, as they have auditoriums for large general meetings and multiple classrooms close by that can be used for small group sessions. Colleges and universities also have air-conditioned facilities which are more comfortable to the participants, as well as quality library facilities and various kinds of educational media. Faculty members are usually available in consultant capacities, and the institution's office of fiscal control can handle the financial arrangements and bill the reimbursing agency. As these institutions are trying to recruit increased enrollment, visiting educators are always welcome on the campus.

CONTACTING THE WORKSHOP CONSULTANTS AND PARTICIPANTS

Care should be exercised in the selection of workshop consultants. They should not only be highly intelligent in their area of expertise, but also (and more important) able to impart their knowledge to the participants in a warm, understanding, down-to-earth manner. High efficiency consultants also, more often than not, come with an expensive price tag. But by cooperating with other vocational service areas (and sharing costs), the funding problem will not be as acute for the special needs program.

Notification of the workshop participants should be done as early as possible. Along with the notification should be sent a survey form to be completed and returned that will let the planning committee know how many to plan for, as well as provide them with any pertinent information necessary. The notification letter should tell where and when the workshop will be conducted, what subjects will be covered, arrangements to receive accreditation (if any), what to bring, and limitations on reimbursement.

A list of participants should be prepared after the survey forms have been returned. This list should show names of all participants, their home and school addresses and phone numbers and the service area in which the participant teaches. This list will be used for all mailings and for any other needs that come up before the workshop is completed.

SELECTION OF WORKSHOP ACTIVITIES

The selection of workshop activities should be done very carefully and thoughtfully in order to insure that the activities will compliment the objectives. Care should also be taken that the activities used are those that have a high success ratio.

The following factors may be considered success components and should be remembered:

1. THE DEGREE TO WHICH THE PARTICIPANT CONTROLS THE CONTENT OF THE LEARNING EXPERIENCE: More frequently than not, vocational teachers suggest and recommend objectives and topics that are relevant to their needs in serving the disadvantaged students with whom they work. When the teachers have control over what and how much will be learned, the sky can be the limit. Our experience has been that some teachers excel others, but all benefit greatly.

2. THE DEGREE TO WHICH THE LEARNING EXPERIENCE IS A TWO-WAY PROCESS: Workshop consultants bring valuable ideas to the workshop, but teachers also are good in their profession and can contribute excellent ideas.

3. THE DEGREE TO WHICH THE LEARNING EXPERIENCE USES THE PHYSICAL SENSES: No matter how young or old, all human learning is a process of impression upon the memory. Lasting impressions are made only when the physical senses are involved. Therefore, hands-on activities are immeasureably more successful than lectures.

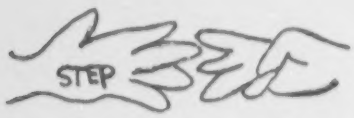
In conclusion, using workshop activities that include relevant content, multi-sensory leaning and two-way communication does not guarantee that learning will take place, but it sure increases the probability.

The preparation of a workshop activity chart will provide an instant overview of how well you have incorporated the success factors recommended above.

ACTIVITIES	RELEVANCY	SENSORY EFFECT	TWO-WAY
Formal Lecture	Little	Little to none	None
Informal Lecture	Some	Maybe	Maybe
Informal Lecture with illustrations & questions	Some	Maybe	Maybe
Live demonstrations	Some	Some	Some
Film or Video-tape	None (unless self-prepared)	Some	None
Large Group Discussion	Difficult	None	Some
Small Group Discussion	Much	None	Much
Brain Storming	Much	None	Some
Role Playing	Much	Much	Much
Hands-On Activities	Much	Maximum	Maximum

The activities shown in the above chart vary in their probability of learning success. But variety is an excellent way of overcoming some of the disadvantages of certain activities. For example, a given activity can be assigned to one participant or a small group prior to the workshop with the request that all success factors be built in. This way the activity can be relevant, multi-sensory, and make provisions for two-way communication.

Workshop activities should also definitely include problem solving and decision making. It is a good procedure in planning the workshop to try to make it as open-ended as possible. This way the participants will find time to develop materials and techniques that best fit their needs and interests.



SECURING WORKSHOP MATERIALS

It would be an inservice training workshop planner's paradise to have the time and the conglomerate of resources available that they need to do a thorough job of preparation. However, it remains an unquestionable fact that the only way to conduct a successful inservice workshop is through plenty of detailed preparation.

This also applies to selecting and developing materials for the workshop. Marshall Dean, a media-specialist with Link Enterprises out of Alabama, says: "If one of the objectives of the workshop is to induce more creativity and imagination in the learning materials which the teachers select and use in teaching, then it seems self-evident that the materials employed in the workshop must also be creative and imaginative. All of us learn best by example, and this includes vocational teachers who will participate in the workshop." He recommends the following suggestions to consider in the selection of local production of workshop materials:

1. MAKE THEM EYE-APPEALING: Slides, transparencies, printed handouts, programs, etc., should make generous use of color and be imaginative in design. Try a few simple cartoons---They are guaranteed to grab the eye. Keep them simple. Do not try to cram everything onto one page only.

2. MAKE THEM UNIQUE: If your materials are different or arouse curiosity, the participant will look, keep, and use instead of glancing, discarding, and forgetting.

3. MAKE THEM RELEVANT: Be sure the materials fit your local situations, your workshop objectives, and the participants. If necessary, modify the materials and tailor them to fit your requirements.

4. BUILD IN ACTION: Avoid passive learning by providing opportunity for participants to become actively involved. For example if you select a film to show, prepare a few thought provoking questions that can be used for discussion during and after the film. Use slides showing local applications of concepts portrayed in the film, in order to encourage the participants to apply the knowledge gained in their own instructional setting.

5. BE SURE YOU HAVE ENOUGH MATERIALS.

FINALIZING THE AGENDA AND ORGANIZING STAFF

Finalization of the workshop agenda or program will show the results of a carefully planned workshop. The agenda will show the time schedule for all activities that will take place in the workshop, as well as the following:

a. Meeting dates and places;
b. Workshop activities
c. Names of workshop staff and their assignments;
d. Group assignments, if possible; and
e. Name and address of workshop coordinator.

The workshop staff will be determined by the number of participants to be served in the workshop. For a group of twenty-five participants, a staff of three or four is sufficient. For each additional ten participants, an additional team leader should be added to insure that everyone receives personal attention when needed.

Team leaders may be selected from the workshop participants, but will need to be involved in a short pre-workshop training session, so that they will know what is expected of them. If special outside consultants are used for the workshop, they also should be involved in the pre-workshop session. The vocational teacher educator representing the host institution should serve as the workshop director, with other teacher educators serving in a coordinate capacity. Coordinating staff will work closely with the special consultants, team leaders, and workshop participants in giving support to overall workshop responsibilities. The workshop director should select a workshop coordinator for each day of the workshop, and insure all the coordinators have some responsibility during the workshop. Be sure that each staff member and team leader clearly understands what is expected of him/her during the workshop. Uneasiness is eliminated by knowing that the workshop is well planned.

FINAL COUNTDOWN

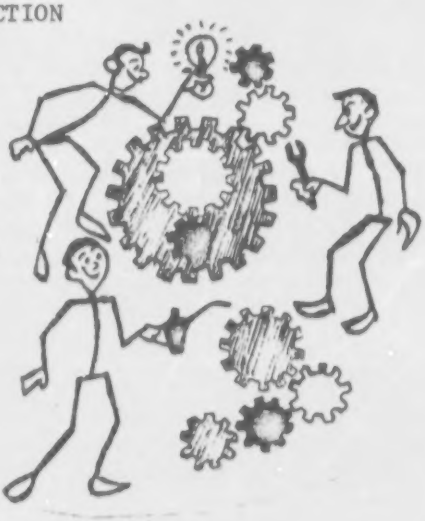
A final check of workshop plans should be made to ascertain whether any important details have been omitted. This will insure the committee that it has not overlooked anything. Five check lists are recommended for this countdown. One should be prepared for each of the areas listed below:

1. Workshop facilities checklist.
2. Checklist on all equipment needed for workshop.
3. Checklist on all materials and supplies needed.
4. Checklist on all accomodations, meals, lodging, coffee breaks, etc.
5. Checklist dealing with administrative details.

THE WORKSHOP IN ACTION

"GET READY....."

Sometimes the best made plans of men and mice fall through. As a last minute precaution against this potential, the whole workshop staff should assemble two or three hours prior to the initial start of the workshop to see if all plans are intact and that no last minute changes must be made. If loose ends are found, this will allow a little time to establish some alternatives.



".....SET....."

Workshop participants begin evaluating a workshop before the work ever begins. It will make the participants feel that everything is ready and that they are expected if some of the staff are on hand to greet them upon their arrival. If there is an outdoor sign, it would be nice to post a notice such as "WELCOME TO VO-ED WORKSHOP", or such a sign could be placed in the lobby where registration will take place.

Personal packets should be prepared to be presented to each participant upon registration, which packet gives details about the workshop, accommodations, receipts, and a name tag. Every effort should be made to eliminate frustration during registration.

"..... GO ! ! ! "

WORKSHOP PRETEST OR SELF EVALUATION

In order to gain some insight of the true value of the workshop, a carefully prepared pretest should be administered to the participants. This pretest should be very closely related to the goals and objectives of the workshop. It should also be geared to determine the degree of expertise the participants brought to the workshop in reference to those areas that will be covered during the workshop.

Since many teachers do not like to be tested, the workshop director may elect to let each participant keep his own pretest until the close of the workshop when the post-test is administered. At this time the participant can submit in narrative form what they have gained from the workshop.

All teachers enjoy preparing instructional materials that they can use upon return to their local school. This is especially true of vocational teachers. It has been determined that disadvantaged students tend to learn with greater rapidity when educational media is used to reinforce the teaching process. And vocational teachers, when taught how to use different kinds of media in preparing their own materials, get a big thrill out of the process.

This was proven recently during a workshop on the use of multi-media approaches in preparing individualized learning packages. The actual work of preparing the packages took place during group work sessions and many of the participants came back for unscheduled night sessions to continue their work. When teachers become involved in this kind of activity, their interest and attention is held until the last curtain is drawn on the workshop.

SHOW AND TELL TIME

Vocational teachers are no different from other people. They like to see what their peers have done, and they like to show what they themselves have done. Each team or group leader may be asked to select a project from his group to present to the total group, as time will not permit the presentation of all projects. A list of all projects should be prepared and all participants should be permitted to request copies of their choice, if mass reproduction is available.

POSTTEST AND EVALUATION

Time should be allowed for all participants to complete the posttest and submit a summation to the workshop director. Some participants may elect to do this in a narrative report with or without their names.

CLOSING THE WORKSHOP

Every effort should be made to maintain the maximum interest in the workshop until the last word is spoken. Great fanfare need not be made at the close, but the workshop should be brought to a definite close. This might include a brief summary of the workshop by a participant, or closing remarks by members of the workshop staff. A certificate of completion can and should be awarded to the participants. All should be commended for their dedicated work and creative results. Finally, all required paper work like expenditures, reports, etc., should be properly executed and submitted. An explanation of follow-up activities should also be given to the participants.

WORKSHOP EVALUATION

The workshop staff is far from finished just because the workshop has ended. They still have the responsibility of evaluating the effectiveness of the workshop and planning follow-up activities. There are several reasons why evaluation must take place, and they are as follows:

1. Accountability has become a must in the use of vo-ed funds;

2. The values received from the workshop can provide directions for future inservice training;

3. Evaluation provides the planners and staff with the satisfaction of a job well done (hopefully); and

4. Praise should be given where praise is due.

HOW TO EVALUATE A WORKSHOP

Evaluation of a workshop should be based on the objectives, and to what degree the activities produced the desired outcomes. Since the objectives were expressed in performance terms, the evaluation can be based on whether the participants performed as specified. The degree to which the workshop participants understand a new concept can be determined by the way they explain or apply it. The acquisition of new skills can be determined by the way the skills are used. An evaluation of feelings or attitudes can be determined by what is said or done.

Evaluation of a workshop takes place both during and after the workshop. During the workshop the evaluation consists of one simple question: "How is it going?" Use caution not to overdo this kind of evaluation. After the workshop, certain kinds of evaluation may be obtained from the posttest, surveys, and local school visits. "The proof of the pudding is in the eating" can be applied just as well to workshops as to cooking. If the teachers are using their knowledge gained through the workshop and getting results then I would say that is one of the best ratings that can be expected.

When workshop planners and staff find that something they tried did not work, they should look for the cause and try to delete it from the next workshop. In this way, inservice training becomes a continuing cycle with the end result being better instruction and better preparation in life for our disadvantaged students.

One-day and weekend seminars provide an excellent opportunity to evaluate workshop results based on local plans of action submitted at the close of the workshop. The weekend seminar approach provides an opportunity to keep the vocational teacher educator associated with the special needs program. It also allows participants of the workshop an opportunity to discuss problems encountered and possible solutions or alternatives.

This additional time involvement also pleases the Division of Continuing Education of the college or university that gave credit to the participant for his workshop involvement.

A DESIGN FOR PRESERVICE TRAINING FOR VOCATIONAL TEACHERS OF THE DISADVANTAGED

Vocational teachers preparing to work with the disadvantaged must be more than just vocational teachers. They must possess a large amount of interest, concern, and skill in understanding these students and helping them meet their needs. They must also meet all the prescribed teacher education requirements needed to become certified in their chosen service area.

Additional courses should be provided that would help the preservice teacher trainee become familiar with the causes and effects of the different kinds of disadvantagements that may frustrate their students. They need to be taught how to determine their needs and how to select alternatives when one method or technique does not solve the problem. Basically, I would think that the same kinds of information found helpful for inservice teacher training should be provided for the preservice vocational teacher trainee.

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